

**The competency passport as an asset based approach for empowerment
in Bosnia-Herzegovina: An empirical case study**

by

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DECLARATION

Student number: 6198-287-3

I declare that this study entitled:

“The Competency Passport as an Asset Based Approach for Empowerment in Bosnia-Herzegovina: An Empirical Case Study”

is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references. I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.


SIGNATURE

05. November 2018
DATE

SUMMARY

This study examines the successes and limitations of the Competency Passport (CP) for the empowerment of unemployed citizens in Bosnia and Herzegovina (BiH). The CP was designed to identify formally, informally and non-formally acquired competencies of people with the help of a counsellor. In the process, the CP uses the asset-based approach which focuses on the strengths of people. The investigation was conducted on the basis of qualitative interviews and a focus group discussion. The results have shown that the CP was able to identify competencies and, thereby, has helped to increase the self-confidence of people. In the area of employment, the impact of the CP showed some limitations as it was not yet sufficiently recognized by the society of BiH. Employers have given little feedback on the CP. The public sector, especially, needs a paradigm shift in the recognition of informally and non-formally acquired competencies by the CP.

Key Terms: Competency Passport, Asset-Based Approach, Empowerment, Employment, Bosnia and Herzegovina

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ABBREVIATIONS

ABA	Asset Based Approach
ABCD	Asset Based Community Development
ADA	Austrian Development Agency
BiH	Bosnia Herzegovina
BMZ	Federal Ministry of Economic Cooperation and Development
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CP	Competency Passport
CPI	Corruption Perceptions Index
DIE	Deutsches Institut für Erwachsenenbildung
DVV-inter-national	Deutscher Volkshochschulverband
EPC	Empirical Praxis Cycle
EU	European Union
EUFOR	European Union Force
FBiH	Federation of Bosnia Herzegovina
GCPH	Glasgow Centre for Population Health
GDP	Gross domestic product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, formerly GTZ
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit, now GIZ
HR	High Representative
IACD	International Association for Community Development
IFOR	Implementation Force
ILO	International Labour Organization
IW Co-logne	Institute of the German Economy Cologne
OSCE	Organization for Security and Cooperation in Europe

pos.	Position
RS	Republica Srpska
SDC	Swiss Agency for Development and Cooperation
SFOR	Stabilisation Force
UNDP	United Nations Development Programme

CHAPTER 1 INTRODUCTION TO THE RESEARCH

"Appreciation and recognition of personal abilities, skills, and competencies are fundamental needs of people, strengthening their self-image and providing an important source of intrinsic motivation and willingness to take responsibility" (Harp et al 2010:15, translation by the author).

Based on the above quotation, this dissertation examines the success and limitations of the Competency Passport (CP) in BiH, where it is used to assess the competencies of individuals. Chapter 1, therefore, provides an overview of the chapters of this dissertation and a first introduction to the topic.

The second chapter describes the political, economic and social conditions that affect the output of the CP, especially considering the social conditions of the education system and adult education within the context in which the CP was implemented.

Chapter 3 sets the Competency Passport within its theoretical framework. The capabilities approach provides the framework for the study under which the empowerment of unemployed people in BiH is pursued through the asset-based approach. In addition, the design of the German ProfilPASS, the basis of the Competency Passport, is explained. The literature study is conducted by the help of different data-bases. Primarily addressed are the World Bank, the Library for International Development Vienna, the Journal of Development Studies and GIZ.

The implementation of the Competency Passport in BiH within the project "Support to Adult Education" is explained in chapter 4. In doing this, its design and the individual steps of its implementation as well as its output and the existing challenges are explained on the basis of available documents.

The methodology employed for an empirical, qualitative study of this dissertation is described in chapter 5. The qualitative study consists of interviews with users and a group discussion with counsellors of the CP. The grounded theory helps to conduct the evaluation within the empirical praxis cycle.

Chapter 6 discusses the results of the empirical research using coding paradigms of the grounded theory. Open, axial and selective coding are used to analyse the collected data from interviews.

A summary and interpretation of the results follows in Chapter 7. The results of the empirical investigation are connected to the previously-conducted literature study.

Furthermore, recommendations for the CP should help to increase its effectiveness. An evaluation of the methodology of the empirical study shows how the methodology has contributed to the achievement of the research objective. Thereafter, an outlook for further investigations in the field of the CP and employment follows. Finally, a conclusion summarizes the study of this dissertation.

1.1 PROBLEM STATEMENT AND BACKGROUND

This dissertation is based on the problem statement explained below. For a comprehensive understanding of the research topic, the background of the problem statement is explained first.

1.1.1 Background to the Problem Statement

“Grenades fell on people who queued for the scarce bread. People who ran through the ‘lanes of death’ to escape snipers: Sarajevo” (Volf 2012:10). This quotation refers back to the Wars of Yugoslav Succession, which lasted from 1991 to 1995. Bosnia-Herzegovina (BiH) suffered the greatest ramifications of the war owing to its geographical situation, being in the centre of Yugoslavia. Owing to the war, the industrial output of 1996 was only 5% of the value it had in 1990, and this was also shown in the Gross Domestic Product (GDP) of BiH in 1996 of 500 US \$ compared to 1900 US \$ in 1990 (Office of the High Representative 1996:34). Among the 2,2 million refugees particularly young educated and skilled workers fled to foreign countries (Grimm 2014:252). After the war, the unemployment rate in BiH reached over 30% and was still stuck at around 26% in 2015 (ILO 2017). In 2014 thousands of people demonstrated against the politician’s corruption and bad governance as well as against the bad job opportunities, which became one of the biggest social conflicts after the war. One trigger for the violent protests was insolvent privatized companies which were understood to have resulted from failed government policies. The citizens felt frustrated after 20 years of minimal opportunity. Reljić summarized the situation as being socio-economic hopelessness (Reljić 2014) while others referred to it as lethargy and a vegetative state (Jonjic 2014:1).

Furthermore, the political framework of BiH was, up until the present, bounded by the Dayton Agreement that determines the representation of the different ethnic groups within the government. It prevented the ruling party from adopting essential laws for the economy, education and other areas, because of the veto rights of the opposition (Andresen 2012:69–70; Grimm 2014:273). Looking at the war itself, ethnic separation

was the main reason for the rise of conflict and it was now additionally anchored by law owing to the Dayton Agreement¹ (Grimm 2014:256). Further obstructions to a fixed political, economic and social situation were:

- The unequal distribution of social, economic and administrative resources (Andresen 2012:87);
- the inhibiting bureaucracy of 150 government ministries for around 3.8 million citizens (Reljić 2014); and
- dependence on the high representative of the European Union, which led to an inactive and demoralized role of the government (Andresen 2012:8).

Various projects of governmental and non-governmental organizations were implemented by the civil society to empower the citizens. Objectives were to reduce the unemployment rates and to raise the standard of living. The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH aimed to empower citizens by their project called ‘Support to Adult Education’. A subproject was the *Competency Passport* (CP). The CP was principally used to determine and acknowledge competencies (Hiltmann-Richter, Wieckenberg & Puschmann 2013:7). This was considered to be helpful to support the users in order to gain self-confidence and empowerment. This involved the participants becoming aware of their skills and abilities. In this process, live goals could be shaped, which meant that the people became motivated to do new things and take further steps in their life of employment. It offered no direct job opportunity, but it gave useful hints.

In the last two decades, the “brain drain”, the increased emigration of predominantly young qualified workers to foreign countries owing to bad job opportunities, has caused a shortage of qualified workers (Mappes-Niediek 2017). The CP wanted to address this current lack on the labour market in BiH (GIZ 2015:1).

After half a year of being operational, the CP was evaluated by quantitative research in order to obtain valuable opinions and outcomes (Hasanagić & Dedić 2014:4). In summary, the CP was evaluated very positively concerning its ability to identify competences and capabilities of individuals. Regarding its effect on opportunities on the labour market, however, most participants recorded no change. After the final survey in

¹ The Dayton Agreement is the peace treaty between the warring factions that ended the three-and-a-half-year war in BiH. The meeting was held in Dayton, USA.

2017, there were still only a few participants who indicated that they had changed their employment status.

1.1.2 Problem Statement

Bosnia Hercegovina faced a high level of unemployment and was stuck in political structures with a minimal prospect of change. The GIZ, as the implementing organisation of the CP in BiH, addressed the gap between training and the labour market with the competence-revealing character of the CP. The purpose of GIZ behind this objective was “to raise the importance of skills and competencies in the labour market and reduce the overemphasised focus on formal qualifications” (Reviere 2015). Informally and non-formally acquired skills should, hence, fill this gap. Through a counselling process the participants should be empowered by discovering their own skills and abilities which they had also acquired outside of formal education.

The quantitative research was limited by the numerical representation of empirical facts, and it portrayed that the CP had largely met the expectations of 95% of the participants, whereas for almost 90% the CP was not useful in finding employment. This was not mainly the problem of minimal expectations. Owing to a lack of qualitative evaluation, it was unknown what personal steps or conditions of users affected the output of the CP. In particular, it was not known which elements supported the empowerment and self-confidence of the participants or why the outcomes for opportunities in the labour market remained almost unchanged. This study will, therefore, explore this gap using a qualitative approach.

1.2 RESEARCH QUESTION WITH SUB-QUESTIONS AND OBJECTIVES

To address the problem statement, the following primary and secondary objectives have been set. The questions below covered the issue of better understanding.

1.2.1 Objectives

➤ Primary objective

The primary objective of this master’s dissertation was to study the success and limitations of the CP for the empowerment of unemployed citizens in BiH.

➤ Secondary objectives

The secondary objectives were:

- to describe the social, political and economic conditions in BiH;
- to study the concept of empowerment and the Asset Based Approach (ABA) as a framework for the research;

- to study the activities and outcomes of the CP by evaluating all possible data sources (e.g. project documents); and
- to study the perceptions of users and counsellors of the success and limitations of CP.

1.2.2 Research questions

How far did the CP contribute to the empowerment of the citizens of BiH?

➤ Sub-questions

- What are the perceptions of the users and counsellors towards the CP?
- What is the impact of the socio-economic environment on the outcomes of the CP?
- To what extent did the ABA support empowerment in the context of the CP?

1.3 SCOPE AND LIMITATIONS OF THE STUDY

The dissertation has studied the ABA and the concept of empowerment in the project ‘Support to Adult Education’ of the GIZ in BiH and it has addressed the gap between training and the labour market for the reduction of unemployment. It has focused on the impact of the project on individuals, and it has used a qualitative approach in order to interpret a quantitative survey conducted earlier.

As a case study, the empirical qualitative research took place only in the area of Sarajevo owing to a higher concentration of workers in comparison to rural regions. This research was, therefore, limited to the specific social, economic and political conditions of BiH as a developing country (BMZ 2016:1) with a low rate of employment. The background and literature review included the whole country, because the project was implemented throughout BiH. As one of the most important economic locations of BiH, Sarajevo provided a broad spectrum of businesses. For possible changes of employment status, there needed to be enough jobs available. In comparison to rural areas, where the potential for jobs was low, the limitation was chosen for possible evidence of portraying change. Because the CP itself was internationally transferable, similar outcomes may be expected in other countries.

Furthermore, the programme was not targeting a predefined community but individual persons. The scope of this qualitative research was restricted by the limited number of interviews in which the interviewees were users as well as counsellors of the CP. This included the fact that only a certain group of unemployed persons who had the motivation to complete the CP voluntarily were considered.

1.4 IMPORTANCE OF THE STUDY

The existing evaluations of the CP were in the most part based on quantitative research. This implied that the backgrounds in change of employment were not considered. The GIZ was interested to know what had contributed to, or had impeded, changes in the employment status of individuals in order to overcome obstacles or to foster opportunities for employment. Moreover, this research should identify elements of implementation which needed to be adjusted. This qualitative research study was, therefore, analysing the ‘why’ and ‘how’ of CP implications and its relation to employment. To achieve better results of the CP, the conclusions of the study should indicate the conditions which have affected its success. The study is a contribution to the literature in order to gain a better understanding of how unemployed people could be motivated and empowered.

The outcomes contributed to strengthening the potential of empowerment projects in relation to reducing unemployment. Further project initiatives could build upon these qualitative results. The connection with the ABA showed its applicability on an individual level and also how such an appreciative view affected such a specific context.

1.5 RESEARCH METHODOLOGY

At the beginning of this research exercise, a literature study was carried out in order to explain the theoretical framework on the one hand and to give a political, economic and social background of the CP on the other hand. This was followed by empirical research. To ensure scientific requirements and methodological basics, the empirical praxis cycle by Faix (Faix 2007:64) was used as an analytical empirical process.

For an appropriate study of the objectives, qualitative research was used, as there was already an existing quantitative evaluation for the CP. Siegel suggests “to use both quantitative and qualitative analyses to better understand the complex relationships between assets, context, behaviour [and] outcomes” (Siegel 2005:16).

Users as well as counsellors were interviewed to receive different perspectives on the topic. The main results of the individual interviews with users which were short-term analysed in the three-week-visit of the researcher were, therefore, discussed in a focus group interview with counsellors. This was intended to help to differentiate the outcomes and locate problems of the users. The opinions of different counsellors as experts were, thus, considered.

The analysis of the data followed the procedures of the grounded theory (Strauss & Corbin 1996), where the data were split into codes and categories to develop a theory. The “grounded” theory was based on the data and is derived inductively from the study of a phenomena (:7). Through the systematic collecting and analysing of data, a theory was created out of the research process.

1.6 CONSTITUTION OF THE RESEARCHER

During the modules of "Development Studies" the author was introduced to qualitative methods. In a subsequent student research project on the context of the Balkan war, the author was able to carry out qualitative research himself. In this context, he also used the grounded theory to evaluate the data. Owing to the book written by Strauss and Corbin (1996) on the grounded theory and the basics of qualitative social research, the researcher was able to deepen his knowledge in this field of study.

Through the aforementioned student research project, the researcher gained insights into the situation of some Balkan states. The bad economic situation in Bosnia and Herzegovina and the associated lethargy of the residents, which has repeatedly been mentioned in the literature and, in media reports, increased the researcher’s interest. This included the fact that Bosnia, as a developing country directly adjacent to the EU zone, had not been able to make significant economic progress during the 20 years since the end of the war. Through research and contacts, the author became aware of the CP. It seemed to him to be a useful tool to deal with the difficult conditions in the Bosnian labour market through the information gathered thus far. The contact with the project manager of the CP, Ms. Amra Muratovic, resulted in the research question of this study.

1.7 ETHICAL CONSIDERATIONS

A qualitative research study is connected with the study of people’s thoughts, opinions and aspirations, their subjective perceptions (Helfferich 2009:21–22). Owing to this aspect, it is important to make sure not to harm or insult anyone in the course of the research. Krause states that harm reduction is insufficient for field research. Thus, she calls for the ‘Do No Harm Analysis’ (2016). This analysis let the researcher deal systematically with the conditions of the study to discover risks and to respect all rights of the participants (Krause 2016:4–5).

Everybody has the right to express their opinion freely. The study, therefore, has to respect the rights and freedoms of each participant. This includes the right of privacy which means that the interviewees do not need to answer the questions when they feel

like not. Furthermore, the right of anonymity and confidentiality ensures that the statements of the interviewees cannot be connected to their personal identity. The interviewees will be informed about the use of their data. Only volunteer participants will be interviewed, and they can end the conversation at any time. To ensure that every participant in the interviews agrees voluntarily with the aforementioned ethical considerations, they will each sign a consent form (see Appendix C).

The researcher is aware of the need for the correct presentation of the data with no distortion. It is the basic view of the researcher to deal respectfully with each participant, and this is directly connected to the quality of the research. Krause sees respectful contact as being necessary to receive sufficient data (:16).

1.8 CLARIFICATION OF KEY TERMS

The clarifications should not only be a definition of the terms, but also a short summary of the use of the respective terms in the context of this study.

Employment

This is any regular work that ensures one's livelihood. It is not important whether the employee has specific vocational training for the job. Nevertheless, the study has tried to identify, if discovered competences by the CP were crucial for the job opportunity.

Competency Passport

This is a folder divided into different sections with which the users can consider areas of their life thoroughly. This should help to clarify what they consider to be important as well as determining existing competencies, activities and objectives. The focus is self-assessment, while the format of the folder makes external assessment possible. The name CP is used simultaneously for the project of the GIZ in BiH which implements and carry out the Competency Passport (Muratovic 2016:1).

Counsellors

These are the individuals who help the users of the CP in completing the CP when required (German Federal Ministry of Education and Research 2004:55). They were specially trained and had to pass an exam to become counsellors.

Users

These are the participants of the CP who have completed the CP advised by a counselor. The competencies are not limited to formal education but also include non-formally and informally acquired skills.

Non-formal learning

This is learning that takes place outside a formal educational institution and usually has no certification. It is structured (objective and time) and directly intended by the learner (:33).

Informal learning

This is learning that takes place in everyday life, at work, in the family or during leisure time. It is not structured (objective and time) and usually has no certification. It is usually not directly intended by the learner but is, rather, a side effect (:33).

1.9 SUMMARY

From the introduction of this dissertation, it became apparent that adult education in BiH needed support. For this purpose, GIZ implemented a wide range of measures on behalf of the government of BiH through the project "Support to adult education". This included the CP as competence assessment to meet the need for skilled workers. Building on the CP's quantitative evaluations, this research study should further examine the extent to which informally and non-formally acquired competences could be identified by the CP and then used in the labour market. This means that the successes, as well as the conditions of the CP with regard to employment were examined.

The qualitative research carried out for the dissertation was limited to the area of the capital, Sarajevo. Through the research, the perceptions of users and counsellors of the CP were collected by means of individual interviews and a group discussion. The literature review, which was conducted before the qualitative study, showed that the CP was influenced by the political, economic and social conditions of BiH, and, therefore, they had to be considered throughout the project of the CP. In the following chapter, Chapter 2, the political, economic and social conditions of BiH are explained.

CHAPTER 2 POLITICAL, ECONOMIC AND SOCIAL CONDITIONS OF BIH

This chapter gives a panoramic view of political, economic and social aspects of BiH as the context of the research. It will also give a brief insight into the history of BiH, as well as its education sector, especially adult education.

2.1 HISTORICAL CONTEXT OF BOSNIA HERCEGOVINA

Bosnia Hercegovina, as it is given today's borders, has been governed repeatedly by different regimes over the centuries. In the 19th century it was under the rule of the Ottomans until 1878 (Brunnbauer & Buchenau 2018:169). Austria-Hungary took over the territory until the First World War in 1914. At the end of the First World War, the Kingdom of Yugoslavia was founded and this existed until German troops invaded it during the Second World War in 1941. After the re-conquest, communists, led by Josip Broz Tito, took the lead and proclaimed the Socialist Federal Republic of Yugoslavia in 1945 (Schönfeld 2001:110ff). The Federation consisted of the republics of Bosnia-Herzegovina, Croatia, Macedonia, Montenegro, Serbia and Slovenia. In 1946, the republics were granted autonomous rights with a constitution which was, however, limited because the main power of the state was concentrated in the communist party within the federal government. In the following decades, there were always tensions over the power relations between the various governments of the republics and the socialist government of the federation (:112). Bosnian Muslims were initially urged to declare themselves as, for example, "Serbian" or "Croatian". Over time Serbs and Croats steadily claimed parts of Bosnia and Herzegovina. To establish a balance between the two states and to push back the claims, Tito upgraded Bosnian Muslims' into a nation in 1971 (Schönfeld 2001:113).

In the 1970s, liberal and national politicians were dismissed from their functions in order to preserve the communist general government. The reason was that the federal party, as the central link of Yugoslavia, became increasingly federalized and thereby weakened its position. With the death in 1980 of the prime-minister, Josip Broz Tito, who had been the main strength of the cohesion of the Yugoslav republic, the decay of the multi-ethnic state started. In the 1980s, dissatisfaction spread among the citizens of the different republics owing to resistance to reforms proposed by the socialists and also differences in the standards of living and job opportunities (:120).

The party leader of the Republic of Serbia, Slobodan Milošević, made use of the bad economic situation to influence the population by propaganda and replace politicians with different opinion, thereby expanding Serbia's supremacy in Yugoslavia (:121ff). In 1990, Slovenia was the first republic of Yugoslavia to declare independence, followed by Croatia a little later. Milošević accepted the separation of the two republics on the premise that Serbia and Croatia had agreed, on the division of the territories in which Croatian and Bosnian Serbs lived, to bind these regions as a state territory linked to Serbia. An armed uprising of Serbs in Croatian territories prevented a peaceful solution (:127).

The European Community acknowledged the sovereignty of the Republics of Croatia and Slovenia on 15 January 1992, and this finally ended the federation. The dispute between Serbs and Croats was thus triggered, especially in Bosnia-Herzegovina (:131). It was followed by bloody fighting between the three ethnic groups, Bosnian Croats, Bosnian Serbs and Bosniaks (Muslims). The Muslims, as the largest population group in Bosnia-Herzegovina, aimed to acquire the sovereignty of the republic in order to avoid the plans of the other two parties, viz. the fragmentation of their territories. At the time of the 1991 census there were 43.7% Muslims, 31.4% Serbs and 17.3% Croats (Steindorff 2001:139). A referendum on sovereignty was carried out in February 1992, and international recognition took place in April (Schönfeld 2001:132). Croatia, Slovenia and BiH became members of the United Nations (UN) in May 1992.

In the course of the war which followed, Serbia took up to 70% of the territory of Bosnia-Herzegovina. Many of the non-Serbs were expelled from northwest and eastern Bosnia as part of "ethnic cleansing" (Steindorff 2001:142). Various plans for the future territorial situation of the country had the goal of ending the war with the consent of all warring parties. In 1995, a ceasefire was achieved, and, shortly afterwards, a peace treaty was signed in Dayton between all warring parties in BiH (:144).

2.2 POLITICAL CONTEXT OF BOSNIA HERCEGOVINA

The peace agreement maintained the sovereign state. BiH was, however, divided into two entities, the Bosnian-Croat Federation of Bosnia and Herzegovina (FBiH) with 51% of the area, and the Republika Srpska (RS) with 49% of the area (see figure 2.1) (Grimm 2014:254). The federation consists of one cantonal level, which comprises 10 cantons (see figure 2.2) (Andresen 2012:65). A third administrative unit, in addition to

the two entities, is the district of Brčko, which is directly subordinate to the federal state.

Divided into two entities, the "ethnic cleansing" carried out during the war was *de facto* underpinned. Furthermore, a weak federal level "Bosnia Herzegovina" was established.



Figure 2.1: Entities of BiH (Gallant 2014)

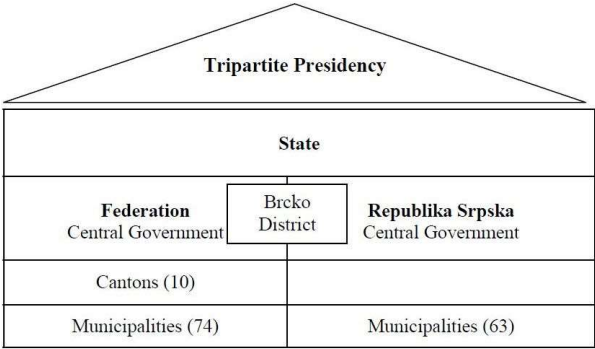


Figure 2.2: Political structure (World Bank 2003)

The government was formed on the basis of a concordance democracy in which decisions are taken by agreement or by negotiation. For example, a minority has an absolute right of veto to prevent national minority discrimination. The tripartite presidency has to be made up of a Croat, a Bosniak and a Serb, and this has practically codified the ethnic division in politics and established homogenization through the war. Each candidate had to choose an ethnic group to be elected. The consensus of the international community was "Three nations, two entities, one state" (Grimm 2014:254ff).

The governmental machinery which was developed was cumbersome, mainly owing to the large number of administrative levels (Grimm 2014:257). In addition, the Dayton Agreement established a High Representative (HR) to be politically responsible for monitoring and maintaining the peace treaty until stabilization. He was given the right to overturn laws passed by the government or to pass his own laws. This supported inactivity of the government, but it also showed, through the frequent intervention of the HR for peacekeeping, that the demarcation of ethnic groups had continued (:259). As an example, the discrepancy between the federal level and the entities that determined that only Bosniaks and Croats could vote in the Federation and only Serbs in the Republic of Srpska was eliminated so that the respective minority in the region could

also vote. This change, however, had to be legislated by the HR, because the nationalist parties opposed it (:264). Furthermore, between 1995 and 2007, a total of 185 politicians were dismissed by the HR for corruption, impeding returnees of the war, or for Dayton Constitutional violations (:261). In 2018 the HR remains active.

In order to maintain peace and security, the Dayton Agreement established the so-called "Implementation Force" (IFOR). Over the following years, this 60,000-strong force has been downsized and renamed, firstly, SFOR and, then, EUFOR. It continues to exist to ensure the monitoring and implementation of the Dayton Agreement (:253). The monitoring of democratic elections was also assigned to an international institution, the Organization for Security and Cooperation in Europe (OSZE) (:254).

In 2008, the Stabilization and Association Agreement between Bosnia-Herzegovina and the EU was signed, and this required EU-requested reforms. This represented a crucial step towards becoming part of the EU, but there were still significant changes and developments to be considered for an EU membership candidature (:271). The HR was also fueling the more nationalist character of the parties, as he was compulsorily required to balance unpleasant decisions (:273). Finally, in 2016, the EU application was drawn up (Brunnbauer & Buchenau 2018:463).

2.3 ECONOMIC SITUATION OF BIH

The different rulers of today's territory of Bosnia-Herzegovina, described in the section above, have shaped the economic sector differently. In the Ottoman period until 1878 Bosnia had an autonomous system both in society and in the economy, and it refused to liberalize the market (Faroghi 2015:98). The import of European manufactured goods through low tolls, however, harmed their own market (:104). The Ottomans caused heavy costs through their military costs, which subjected the country to high financial debt and hampered economic growth (:105). In addition, any modernization of the economy failed largely under the Ottoman-Turkish dominion. It was only during Austrian-Hungarian rule up to 1918 that industrialization took place (Schmidt 2009:80).

After the period of monarchy from 1918 – 1942 and the Second World War, Bosnia and Herzegovina belonged to Yugoslavia, where the economy was decisively influenced by socialism. In the 1970s, market-based reforms were hampered, and this led to inefficiency within companies and it harmed exports (Schönfeld 2001:115). In addition to the focus of federalism on the internal market and the averting of liberalism,

increasing inflation has occurred (:119). The self-management of the companies by their workers, influenced by political parties, was harmful insofar as the involved persons were not required to carry any personal responsibility or any financial risk. This resulted in various corruption cases. The bad economic conditions are reflected by the gross national product (GNP) per capita between 1953 and 1988, when GNP fell from 83% to 68% of the Yugoslav average. A discontented and impoverished population had to bear the effects of the bad economy (:120).

The war from 1992 to 1995 left a ruined economy and infrastructure. This resulted in the migration of the young educated population. In total, about 96,000 people were killed, and 50% of the population fled, of whom some returned only a few years later. Economic output has fallen below 20% of pre-war levels (Grimm 2014:252). After 1995, owing to the strong interlocking of politics and the economy, because of corruption or state-owned companies, the economy of the country remained dependent on party interests. The infrastructure was rebuilt with the help of international support, but the economy was unable to make significant positive progress (Brunnbauer & Buchenau 2018:463).

Important economic sectors of Bosnia-Herzegovina are forestry and agriculture, mining, energy and the automotive industry. Forestry is based on the fact that half of the area of Bosnia-Herzegovina is covered by forests. One difficulty of forestry, however, is poor accessibility as a result of the badly developed forest road system (Schmidt 2009:80). The agricultural economy, which exists predominantly in the north, consists mainly of maize, wheat and fruit cultivation. In addition, there is cattle husbandry. In mining, iron ore and lignite mining are important. The industrial sites are increasingly concentrated on the Bosna and Neretva rivers, as well as the Una, Vrbas and Drina (:78). The two largest centres of the economy are concentrated around Sarajevo and Mostar (Coface Central Europe Holding AG 2014:5).

Unemployment rates in Bosnia-Herzegovina dropped from over 70% to just under 30% in the first five years after the war, but they remained almost unchanged up to 2015. Only in the last two years has there been a decline of an estimated 20% recorded (Actualitix 2015; Statista 2018).

A significant negative influence on economic development is corruption, and this can be found from local levels to the highest levels of government, thereby impairing the rule of law. The influence of large companies on politics hampers smaller companies

with regard to their future prospects (Andresen 2012:97,107ff). In addition, corruption inhibits foreign companies from investing in the country. Furthermore, there is a loss of competition in the internal market. This is caused, for example, by unauthorized agreements of companies with customers or insufficient public communication, which affects companies adversely. Companies cannot, therefore, offer their services economically, because the risks are difficult to calculate. The incentive for the establishment of new companies remains limited. In contrast, uneconomic state-owned companies remain and this influences bad economic performance. Among other things, the redistribution of property during the post-war development, the extensive bureaucratic system of government and the continuing socialist structures seen in the state-owned companies support corruption. In 2006, BiH's strategy for fighting corruption was signed, and it was renewed in 2009. 2011 reports showed that, in particular, the BiH parliament has not taken the necessary steps to implement the strategies. In 2013, a law was finally passed with regard to the protection of persons reporting corruption (Coface Central Europe Holding AG 2014:24).

Corruption is also evident in the Corruption Perceptions Index (CPI) which uses various sources to gauge the extent to which corruption is perceived in a country. BiH ranked 91 out of 180 countries surveyed in 2017 with 38 points, where 100 points represents no perceived corruption (Transparency International 2018).

The poor economic situation fuels the continuing migration of young and educated people to foreign countries (Andresen 2012:176), because they are trained in areas where there are no jobs available in BiH. Where jobs are available, there is usually no special training offered in BiH for employees to gain experience (Reviere 2015). The big employers in BiH are the international organizations and the public sector (Brunnbauer & Buchenau 2018:464).

The World Bank describes the economy of BiH as follows:

“The key economic challenge faced by Bosnia and Herzegovina is the imbalance of the country’s economic model. Public policies and incentives are skewed toward the public sector rather than the private sector, consumption rather than investment, and imports rather than exports” (World Bank 2016:1).

2.4 SOCIAL AND EDUCATIONAL CONDITIONS OF BIH

There are currently about 3.5 million people living in Bosnia-Herzegovina, with decreasing numbers and a life expectancy of 76.1 years in 2014 (:1). The median age of

the population in 2015 was about 41 years, making it one of the highest in the world (United Nations 2015). At the 2013 census, 50.7% declared themselves as Muslims, 30.7% as Orthodox Christians, 15.2% as Catholic Christians, and 3.4% as agnostics, atheists, and others, or gave no indication (Agency of Statistics of BiH 2016:68). Belonging to a religious community is influenced more by historical and cultural forces rather than actual religious conviction.

The National Human Development Report 2009 of BiH looked at social capital, which illustrates the socio-economic benefits of interpersonal relationships. It shows that Bosnians have strong family bonds (Nixon, Heath & Desigis 2009:35). Generally, there is little faith in society, especially in people from other ethnic groups (:41ff). Compared to other countries, Bosnians have a very low rate of membership of clubs or organizations, which is also cited in the report of 2013 (Goss 2013:104). For example, in Norway and Sweden 80-90% of residents are members of a club or organization while less than 20% are in BiH. Only 4.5% of Bosnians had done voluntary work in the 12 months prior to the survey (:60ff). When asked about the use of personal contacts for access to basic social services (health care, access to job, etc.), 95% answered that these are 'always' or 'sometimes' useful (:78ff).

About half of the population fled from the country during the war of 1992-1995. These people returned only slowly after the war. By 2005, there were almost 1 million returners, of whom around 450,000 people belonged to the ethnic minority in their home area. Above all, the small number was due to the fact that minority returnees were also subjected to repression, humiliation and discrimination by the police and employers. In addition, the number of returnees was achieved primarily due to the intervention of the HR because the parties had delayed the legislative changes requested by the Dayton Agreement. (Grimm 2014:270)

The inefficient policy, as described in section 2.1, led to further dissatisfaction within the population. For example, during the privatization of companies employees had to wait for months for their wages, owing to the insufficient transition from state-owned to privatized structures and a lack of initial support. In February 2014, the displeasure of the population over the bad economic situation and corruption finally led to the most violent protests since the war. People were injured and government buildings were set on fire. As a result, four prime ministers of the cantons of FBiH resigned (Coface Central Europe Holding AG 2014:23).

2.4.1 Educational System of BiH

The educational system in BiH is decentralized with regard to both federal and cantonal responsibilities. Consequently, there are 13 official Ministries of Education and also the Department for Education in the government of the Brčko District (Andresen 2012:163). As a result, up to six different curricula are used for vocational training, partly because of ethnic separation (IW Cologne 2011:3). After the 9-year period of primary education, there is a choice between a 3- or 4-year technical secondary school or the 4-year high school. The 4-year school degree qualifies students for university. The 3- and 4-year technical secondary school graduates receive a professional qualification approved by the state for direct entry into the labour market. After two years of work experience, an examination to qualify as a master craftsman is possible. For further vocational training, there are higher vocational schools (:1–2).

A disadvantage of the curriculum of technical secondary schools is the purely academic and, thus, theoretical education. The trainees can gain practical experience only later in their profession. This results *inter alia* in the lack of competences needed in the labor market (:6). In comparison, there is the dual training system, as in Germany, in which the normal school education is accompanied by a practical part where the trainee can learn practical skills usually in a company (IW Cologne s a:4). There is now a focus on vocational training in BiH within the dual training system.

Since the Dayton agreement, various reforms have been carried out. These include, for example, the 9-year primary school and the merger of more than 450 vocational education programmes to around 100 occupations (IW Cologne 2011:5–6). The strategy of the last years for education development at universities has also aimed at reducing the unemployment of graduates. With the signing of the Bologna Declaration about the harmonization of university programmes and degrees in Europe, the entrance for students of BiH into the European Union (EU) labour market is easier than it was previously (Andresen 2012:174).

Human capital is an important resource of BiH which is not being effectively utilized. High rates of illiteracy, and adults without any primary education, indicate the need for efforts in adult education, which, however, is still not implemented as a main objective in the education system of BiH. To meet the requirements of the European integration process and the challenges of technological change, adult education attempts to improve qualifications. There are some government initiatives, but so far, they do not meet

the demand of the economy and society. Lifelong Learning is not recognised as being a necessary concept to address the aforementioned problems. The lack of qualification results in high unemployment rates and, at the same time, a lack of skilled workers. (GTZ 2010:4)

Next to projects of the German development agency, GIZ, there are other development agencies engaged in the field of adult education in BiH. Among these are the European Union (EU), the Swiss board of Development Cooperation (SDC), the Austrian Development Agency (ADA) and the German “Volkshochschulverband” (DVV-international). As an example, the SDC aims at improving the vocational education training by providing competencies appropriate for the economy through formal and non-formal education (SDC 2017).

2.4.2 Adult Education of BiH

“It is clear that adults in Bosnia and Herzegovina represent large, but still insufficiently recognized and activated, potential” (Eurydice 2017:Chapter 8) is written on the website Eurydice, the European information network of the EU-commission. In addition, in the annual report of the CP it is reported that “social awareness of the need for lifelong learning is low. Although there are single approaches to adult learning, they are not very systematic and, in terms of quantity and quality, do not meet the needs of the target groups and the economy” (GIZ 2015:1, translation by the author). The report of the Gender Equality Agency of Bosnia and Herzegovina on the “Convention on the Elimination of All Forms of Discrimination against Woman” (CEDAW) 2011 stated:

“As adult education and training in the context of lifelong learning contributes to socio-economic revitalization, increased employment opportunities and competitiveness in the knowledge market, as well as increased mobility and professional flexibility of individuals, a systemic approach to its development is needed” (Gender Equality Agency of BiH 2011:44, translation by the author).

For that reason, adult education should be given high priority. The following information is presented on the platform Eurydice. Adult education in BiH includes: programmes for the acquisition of initial education (e.g. alphabetization); programmes for the acquisition of secondary education; professional education; new training; retraining programmes; additional training programmes; specialisation training; and other activities that offer lifelong learning. There are also approaches to focus programmes on the needs of employers and employees, for example the introduction of new technologies or work processes. Those who are responsible for offering these are, as in the general

education policy, the state, the Entities, as well as their cantons and the Brčko District. At the same time, the federal level is not bound by the state's requirements but should not oppose it. This non-uniform responsibility, however, prevents, for example, the recognition of single programmes nationwide, because of different time requirements or other regulations (IW Cologne 2011:2). Within the EU's Capacity Building for Human Resource Development project in BiH (Instrument for Pre-Accession Assistance 2009), the principles and standards of adult education in BiH have been developed and adopted by the government. The Republic of Srpska introduced the framework law on adult education in 2009. The following institutions may offer adult education, among others:

- educational institutions in the system of formal education;
- employment services;
- specialized adult education institutions;
- centres and organizations for vocational training, foreign language learning, information and communication technology;
- driving schools; and
- cultural centres.

After the completion of an adult education programme, participants receive public documents with the same validity as documents provided within regular education.

From January 2011 to December 2017 the project “Support to Adult Education” was implemented by the GIZ with the objective of supporting the reform efforts and improving employability. Owing to the latter objective, the project was subordinated to sustainable economic development. The secondary objectives of this project were the empowerment of adults for social participation and the promotion of social reconciliation and understanding (GTZ 2010:6). More specifically, offers of general education were adapted to the needs of adults. Furthermore, several training formats for the field of retraining and further education were established within the market. The activities also included adapting the German ProfilPASS to the context of BiH and its implementation. In order to ensure the sustainability of the project, part of the project deals with advising political actors in adult education law-making processes (Hiltmann-Richter, Wieckenberg & Puschmann 2013:7–8). The GIZ has supported the Ministry of Education since 2003 and has implemented other projects in BiH. These include, for example, the retraining of employees in companies with outdated technologies (GTZ 2010:11).

In 2014, BiH established the Strategic Platform for the Development of Lifelong Learning for the period of 2014-2020. Adult education includes non-formal education. Non-formal education programmes intend to raise general and vocational knowledge, skills and abilities to improve the chances of adults in the labour market and facilitate their social integration and contribute to their “self-actualization”.

With the goal of making non-formally, and informally, acquired competences visible, the CP established by GIZ applies exactly these to adult education. This is intended to support the

“targeted occupational or private (re-) orientation, for the active design and control of their own learning processes and biography and thus the entire further personal development. It forms the basis for the formulation of concrete goals for the near and far future and their implementation” (Harp et al 2010:17, translation by the author).

2.5 SUMMARY

In summarising this chapter, it is obvious that Bosnia Hercegovina has emerged in its political organisation through the Dayton Peace Agreement. The country still does not have complete independence, as is shown by the activity of the High Representative of the EU. It has a very large governmental system for its population, and this makes it cumbersome to effect change.

The economy was restricted by various governments during the last few centuries, owing to the opposition to liberalizing the market and reforming. The economic output was already low before the Balkan war 1992-1995. It was almost completely destroyed by the war. After the reconstruction, it is now difficult for companies attempting to develop since privatization to establish themselves profitably on the market without government support. The economic situation is also reflected in the high unemployment rates.

The society has been severely affected by the flight of residents. Returnees often have not returned to their homelands because of a fear of ethnic reprisals. In the education sector, it has been recognized that there is a need for adult education because of the lack of essential competences in the labour market. In addition to a number of other projects, GIZ intends using the Competency Passport to tackle the problem through the acknowledgement of informally acquired skills.

The Passport is incorporated into a theoretical framework of empowerment, employing an asset-based approach and comprehensive human development. The next chapter describes these concepts and explains how the CP was developed.

CHAPTER 3 THEORETICAL FRAMEWORK OF THE CP

As was shown in the previous chapter, the lack of employment is a major problem for the social development of BiH. There are at least two different ideas aimed at fostering employment. On the one hand, neo-liberalism is focusing on the economy by providing more freedom for investments to foster privatisation in order to create jobs. One characteristic of neo-liberalism is competition which ensures the regulation of the market by itself. (Haines 2000:48)

On the other hand, the human development approach aims at promoting the capabilities and opportunities of the individual. The latter is used as the theoretical concept of the subproject of the CP. In this context, the objective of the human development approach is the empowerment of the individual which may be achieved by employing an asset-based approach (ABA).

3.1 HUMAN DEVELOPMENT

The human development approach, also known as the capabilities approach, considers development not only in economic terms, but also as capabilities which are “a set of usually interrelated opportunities to choose and to act” (Nussbaum 2011:20). Amartya Sen, an Indian economist, refers to capabilities as substantive freedoms. This includes uncensored speech, being literate and numerate as well as enjoying political participation. He sees the expansion of freedoms as both, “the primary end and the principle means of development” (Sen 2001:36). This is shown by the example of empowerment in the next section. In this context, for the philosopher Martha Nussbaum the following question is of central importance: “What is each person able to do and to be?” (Nussbaum 2011:18) The answer to the question lies in the available capabilities of each person, and therefore, the individual is seen as an end. Nussbaum simplifies the capabilities approach provisionally as a quality of life assessment in which the quality is seen as being the availability of capabilities.

One main difference between Sen and Nussbaum exists in the definition of central capabilities. Sen refers only to general freedoms, whereas Nussbaum defines ten central capabilities (:33). Nevertheless, both see the opportunity of employment as one important capability, like education, health or gender equality. Nussbaum includes employment in the capability entitled “control over one’s environment” because, without an income, a person lacks the necessary means for free choices. This shows the necessity of supporting employment as the CP intends. On the other hand, Sen argues that

the human development approach is more than just the enhancement of the quality of life in economic terms; he, thus, defines freedoms as choosing “a life one has reason to value” (Sen 2001:74).

A freedom-centred perspective does not just concentrate on the resources, income or wealth of a person. The focus is on the quality of life with opportunities to choose and to act, which means to have various freedoms (:24). Sen sees two sides of the markets: on the one hand, markets can prevent possibilities of transactions through arbitrary control and this inhibits people from doing what they are capable of; on the other hand, markets can work to enrich income, wealth and economic opportunities. He, however, sees the danger in the arbitrary restrictions of the market, be it through the government or through influential companies, and with it the consequent loss of freedom for the people. If access to markets is impeded, access to comprehensive freedoms is also impeded. That is why access to the market is an integral part of the human development approach (:26).

Another basic principle of the capabilities approach is to treat everyone equally and to recognise that the possibility of “functioning” is important. “Functioning” is seen as the active realization of capabilities (Nussbaum 2011:25). Nussbaum postulates that policies have to ensure and secure central capabilities in order to enable everyone’s free functioning (:70).

A part of the human development approach is recognizable in the project of the CP in BiH. First of all, the project partner of GIZ, the Ministry of Civil Affairs, wanted to implement the CP first and foremost for the unemployed. To use governmental structures, the CP was also implemented in the employment offices of the Federation of Bosnia and Herzegovina in order to benefit from the personnel capacity of official institutions (Hasanagić & Dedić 2013:51). The CP addresses the demand for government policies.

Furthermore, the CP assesses the opportunities for increasing the quality of life by discovering the capabilities of an individual. The CP, therefore, shows that everyone has skills and helps to build their own freedoms.

As already mentioned, the unemployment rate in BiH is the highest in Europe. For many people, access to employment is more difficult because they obviously lack the formal qualifications needed in the labour market. The CP addresses precisely this problem by seeking to close this gap by acknowledging informally-acquired and non-

formally-acquired, competences, so enabling people to develop their freedoms. The revealed capabilities contribute to fostering the empowerment of people. Furthermore, the objective of supporting employment promotes the demand of Nussbaum, namely that everybody should have the opportunity for employment. Empowered citizens participate in the social, economic and political life. As empowerment is a crucial concept in this context, the following section explains the empowerment of people and its effects.

3.2 EMPOWERMENT

The concept of empowerment is rooted in the pedagogy of Paolo Freire and the feminist movement (Luttrell & Quiroz 2009:2). Freire's contribution refers to literacy education, where he states that the oppressed need to have the power to liberate themselves and also their suppressors (Freire 1973:32). As a central issue of his pedagogy, everybody should be motivated to participate in the process of social change (Luttrell & Quiroz 2009:2).

Feminists in the 1980s (Sardenberg 2008:19) saw the concept as an opportunity to empower women and to transform their lives. In 1985, the concept was established globally at the World Conference on Women. They extended the use of empowerment by addressing gender as well as class, race, ethnicity and other inequalities of social life, and they fostered the participation of women in the development process (:20). Furthermore, the initial intention that women should control resources and have the opportunity for shaping their context in relation to the household, politics, and the economy or culture was underpinned (Rodenberg & Wichterich 1999:25). The conviction was that even people with limited power can transform their lives. A distinction of power shows four different types:

- *power over*: controlling power or manipulation;
- *power to*: generative or productive power, by creating new opportunities without domination;
- *power with*: collective power through interaction of a group; and
- *power from within*: individualistic power that a person owns by itself, his/her capacity and self-worth (Rowlands 1997:13)

Above all, the CP will expand the *power from within* by enabling the participants to know their abilities and in that way be enabled to use them. At the same time, the *power to* is carried out by the counselling process. Mathie *et al* sees a relationship between

these two forms of power, where *power from within* “is related to the productive sense of *power to*” (Mathie, Cameron & Gibson 2017:58). Their contribution is further explained in the section dealing with the ABA.

Empowerment is not clearly defined. Luttrell and Quiroz suppose that a clear definition can weaken its values (Luttrell & Quiroz 2009:16) by restricting its multiple usage. For instance, a definition of the World Bank uses the term ‘empowerment’ as:

“the process of enhancing an individual’s or group’s capacity to make purposive choices and to transform those choices into desired actions and outcomes” (Alsop, Bertelsen & Holland 2006:1).

The quotation shows that empowerment seeks to foster a self-determined life and that this is important both on an individual and collective level. Kabeer, therefore, calls empowerment a process of change (Kabeer 1999:437) where the outcome is strongly dependent on the group or individual actor and their environment (Sieber 2004:36).

In the empowerment framework of the World Bank, empowerment can be considered in two ways (Alsop, Bertelsen & Holland 2006:59). Firstly, it can be seen as an end in itself, which means that it is the concrete objective of a project. Or secondly, empowerment serves as a means for different development objectives. So, it is no more than an instrument for a project.

Another common distinction with regard to empowerment examines ‘agency’ and ‘structure’ as being central (Alsop, Bertelsen & Holland 2006:9; Luttrell & Quiroz 2009:9). The former focuses on the individual level. According to Sardenberg, it is also called ‘liberal empowerment’ (Sardenberg 2008:18) which is an emancipation process in which the disadvantaged are given access to resources in order to gain achievements and to exercise their rights (Pozo 2004:19; Sardenberg 2008:20). Consequently, they should gain the capacity to make free choices for a self-determined life.

The latter key issue, the term ‘structure’ or ‘liberating empowerment’ (Sardenberg 2008:19), includes “the formal and informal institutions, rules, norms and beliefs that enable and constrain thinking and action” (Pettit 2012:2). It, therefore, widens the view of individuals with regard to their surroundings (:7). An example is the power to elect representatives who make decisions on behalf of the people in a democracy (Monaheng 2000:133). For that reason, power relations are essential as these affect or obstruct the decision-making processes of individuals. Sardenberg cautions that, since empowerment is not neutral but intervenes in existing power relations, it can lead to conflicts with the people who own the power (Sardenberg 2008:22).

It is, therefore, necessary for empowerment to raise the awareness of the relationship between agency and structure (Luttrell & Quiroz 2009:10). This refers to the internal capabilities of a person and their embeddedness in social, political and economic conditions mentioned in the section before, based on Nussbaum. Both dimensions have to be addressed. To illustrate this, Pettit uses the metaphor of an iceberg, referring to the individuals and their processes as the small, visible piece, while the rules, norms and beliefs present the bigger, hidden part (Pettit 2012:4). Without changes to the underlying structures, individuals cannot experience transformation. Pettit also asserts that existing power relations are difficult to change (:2). *Vice versa*, addressing only structural issues does not bring the desired outcomes. Pettit, therefore, suggests that empowerment has to take place at an economic, social and political level (:4–5). He, thus, sees a gap between theory and praxis.

The social economist Kabeer described the three dimensions of empowerment as (a) resources (preconditions), (b) agency (processes) and (c) achievements (outcomes) (Kabeer 1999:437). The first dimension contains material as well as human and social resources. These are conditions which help individuals to gain access to choices. The second dimension, which Kabeer describes as “the ability to define one’s goals and act on them” (:438), is the motivation of an individual in relation to his/her activities. Kabeer summarizes this by saying that the first two dimensions represent what Sen (1985) calls capabilities. This capability approach (see human development) intends that people have the ability to live a fulfilling, self-determined and successful life. Achievements, as the third dimension, can be used for the measurement of empowerment. It is, therefore, important to examine the ability of people to make choices at all, rather than merely focusing on the difference of choices (Kabeer 1999:438).

Empowerment is accompanied by participation. According to Pettit: “[...] Empowerment [...] will enable people [...] to participate meaningfully in shaping their own future” (Pettit 2012:2). Accordingly, empowerment is a precondition for participation. Monaheng also explains this correlation by asserting that participation is not beneficial as long as there is a lack of empowerment (Monaheng 2000:135). Disadvantaged people need empowerment to exercise their capabilities in social, economic and political surroundings. In a study of “The feminist Peace Organisation” it is stated that empowerment can help as liberation from social isolation (Sieber 2004:6). As has been said before, the self-assessment of the CP contributes by revealing skills. These formal, non-formal and informally acquired skills are essential for the participation of people in

societal activities (Pielorz & Seidel 2012:311) which will be achieved by empowerment.

There is, however, some criticism with regard to empowerment. As long as empowerment does not concern political and structural problems, resulting in disempowerment in those areas, the concept of empowerment is weakened and is used only conditionally to justify one's own interests of organisations (Luttrell & Quiroz 2009:4). Pettit continues by saying that people adjust to general unjustified situations (Pettit 2012:7), and he, therefore, demands liberating empowerment in addition to liberal empowerment. There is also the problem that development agents use the word 'empowerment' in their project proposals to legitimize their approach, but they do not implement the concept of empowerment within the progress of the project. (Sardenberg 2008:21). Ferguson, therefore, claims that she no longer uses identifications like 'illiterate' or 'exploited' for the Third World recipients, because these words express a disempowerment perspective. Instead, "“rational economic agents”, ‘global citizens’ [or] potential ‘entrepreneurs’” should be used to show the idea of empowerment (Ferguson 2004:6–7).

The essence of empowerment is an integral part of the concept of the CP. The CP practises the conviction of the possible transformation of one's life by acknowledging hidden or unconscious skills which give the participants the power to control their resources and human capital. Empowerment contains the emancipatory thought as well as being a pursuit of people's maturity. In the philosophy of the CP (ProfilPASS in German) it is described as follows:

“ ... the ProfilPASS system in the sense of humanistic education aims at the development of the entire personality and thus at the critical reflection, emancipation and maturity of its users” (Harp et al 2010:17, translation by the author).

Furthermore, recognition and appreciation are highlighted in the concept as being essential needs of people which significantly affect their intrinsic motivation (:15). Intrinsic motivation reflects the “desired actions” of the definition of the World Bank. It requires the personal abilities, skills and competences to be able to carry out an individual, planned and conscious shaping of one's life and so brings about the “desired outcomes” of the individual. The ProfilPASS was, therefore, designed to reveal these skills, abilities and competencies to empower its participants (Harp et al 2010:15; Pielorz & Seidel 2012:312). On top of that, the process of self-assessment and self-reflection of the CP aims at the active participation of the users in the society (Pielorz & Seidel 2012:311) and in this way shows the connection with empowerment.

According to the empowerment framework of the world bank, the CP is mainly used as an end in itself. As was described earlier in the introduction to this chapter, empowerment is a goal of human development. Here it means that users of the CP should know their skills and capacity to make purposive choices and have increased self-confidence. Confidence is especially important in the context of BiH because confident people can overcome disorientation and lethargy (Klotz 2004:104). Nevertheless, the empowerment provided by the CP is also used as a means by which the users should acquire a job as a result of their own empowerment. This reflects the goal of the project to promote employment which is also an important goal of BiH.

As a development-oriented approach from the perspective of education science, the CP focusses on the individual (Pielorz & Seidel 2012:306). ‘Liberal empowerment’ is, thus, the focus. A study on the CP has already recognised that the ‘liberating empowerment’ was addressed less than the ‘liberal empowerment’. The conclusion gave the clue:

“filling out [the] Competency Passport generally did not affect the change of the position of its users in the labor market, mostly because employers and the environment in general still do not recognize the advantages of its use” (Hasanagić & Dedić 2014:22)

This problem is discussed in more detail in chapter 4.

In terms of measuring empowerment in the context of the CP, indicators could be the discovered competences or the change of employment status which represent achievements. In the process of filling out the CP, the users have to describe their expectations. Based on that, the users can compare their results with their expectations afterwards. This is another indicator of the actual empowerment, and it avoids the criticism that empowerment is no more than a buzzword for project financing.

3.3 ASSET-BASED APPROACH

With the asset-based community development (ABCD) the asset-based approach (ABA) was implemented in the development sector. Kretzmann and Mc Knight (1993) promoted the ABCD to mobilize communities and their assets. The perception of this approach is that communities are “producers, rather than recipients of development” (McLean 2012:10). The Asset Based Community Development has, thus, been created to eliminate structures that limit the outcomes of assets, reducing the vulnerabilities of people and to relocating power to communities (Mathie & Cunningham 2003:482).

That happens by locating assets, using these assets to develop a vision for the future and making use of all available resources to achieve these goals (GCPH 2012:10).

In contrast to a needs-based approach, the ABA focuses on existing assets rather than on deficits. The ABA helps to uncover hidden assets (Mathie, Cameron & Gibson 2017:55). By using the capabilities of the participants in a development process, people are empowered “to want to change” (Aragón & Pakpahan 2015:14), and they do not have to be forced out of deficits. The resources of the people should, therefore, not be used for any project objectives of foreign organizations they have brought with them or for any other motivations (:16). They should benefit only the personal aspirations of the people.

Assets are considered to be a “starting point for development intervention” (:14) or “the stock of resources that people use to build livelihoods” (Burnell 2013:139). Assets include a whole range of different attributes. Burnell summarized these assets, using Moser (2009) and the United Nations Development Programme, as physical, financial, human, social, natural and political capital (Burnell 2013:139; Carter & Barrett 2006:179). More specifically, Bebbington added the cultural capital, which he described as the resources, values and symbols owned by a person as a result of his or her embeddedness in social structures and cultures (Bebbington 2010:6). The different capitals are recognised as being able to build on people’s assets, resources and values (McLean 2012:2). The purpose is to achieve well-being by empowerment which is enabled by “strengthening control, knowledge, self-esteem and social contacts” (:5). In this case, a person reaches well-being, according to McLean for example, if he or she has resilience, social contacts and social support (:14). In addition, assets can be divided into those which are tangible and those which are intangible. As an example, the livestock of a household as physical capital is tangible, while education, part of human capital, counts as intangible. The better availability of data for tangible assets facilitates the opportunity to address them. Siegel, therefore, clarifies that intangible assets are as important as tangible assets (Siegel 2005:7). All in all, assets are all resources available to humans, and they can, therefore, be owned by a person, a household or a community (Burnell 2013:139).

The ABA, as a way to empowerment, focuses on existing competences and aims at the enhancement of substantive freedoms. The fundamental statement of the ABA is that everybody has assets: creativity; aspirations; skills; and knowledge (:134–135). When

Siegel says that the poor are poor because of a “lack of assets and low asset productivity” (Siegel 2005:12) it is not only due to government failures (e.g. the poor quality of schooling), but also on account of unrecognised assets (Burnell 2013:134). The ABA addresses these assets and tries to use them to strengthen long-term resilience in which the specific context and culture is taken into account (:135,147). Precisely, the relationship between assets, context, behaviour and outcomes is explored in the processes of the ABA (Siegel 2005:6). Siegel also points to a need for the long-term implication of assets (:14). He mentions two examples. The first one is cutting down trees for fire as an immediate use of assets. The second one is taking children out of school for field-work which has a short-term, positive impact. But both examples contain long-term negative consequences such as destroying nature and neglecting education. Assets should be used for long-term purposes.

Another objective of the ABA is to link various assets of people, because some assets are effective only in combination with others (:9). At the individual level, some assets or capitals can also function only when combined with others. For example, when somebody has skills for entrepreneurship but has no financial seed capital, the outcome remains limited. This objective is primarily linked with community development.

The ABA is used in the work of disaster response in which capacity building and vulnerability reduction is important (Burnell 2013:142). By strengthening the existing assets of people, the effects of disasters can be limited or the response of the affected improved.

There are different methods of identifying assets appropriately, such as asset mapping, participatory appraisal or appreciative inquiry. They are all tools for community development accompanied by a facilitator. Asset mapping can be seen as creating an inventory of all available assets, strengths and resources of a community (Morgan & Ziglio 2007:19) or individuals. Furthermore, asset mapping shows the relationship between different assets, promotes new connections between strengths or skills and enables individuals or communities to recognise which assets are available to them. In the process, tangible and intangible resources become clear, by drawing in natural capital on a map for a village. Another benefit is the exact localization of assets on a map in order to increase their effectiveness. That is why ABA can build on existing strengths and help to continue to work on them (GCPH 2012:6). The difficulty of the ABA still exists in measuring the intangible and most community-owned assets. The approach of Oxfam

Scotland to establish the humankind index, which reflects resilience, well-being and sustainability in addition to economic values, is a step to meet the requirements for an appropriated assessment (McLean 2012:14).

This research study will utilise the individualistic view of the asset-based approach (ABA) because of the CP which focuses on the individual. In the process of the CP, social and human capital that the user has acquired through experiences, circumstances or training are especially explored. These include, for example, knowledge, time or health and relationships with other people. The advantage of this is that even intangible skills can be uncovered. Pielorz and Seidel express the view that the CP makes use of the aforementioned characteristics that demonstrate that everybody has assets (Pielorz & Seidel 2012:311). Firstly, the CP addresses unrecognised assets. Secondly, the assets comprise the various capitals. And, thirdly, the uncovered assets should be used for employment and empowerment which will ensure long-term resilience. The CP is created in such a way that the process is open and directly dependent on the user (:317). This point corresponds to the statement of the ABCD that “most sustainable improvements in community occur when citizens discover their own power to act” (IACD 2009:3). Furthermore, the CP helps people to face everyday challenges more effectively because of the conscious use of skills. To summarize Mathie (2017), power relations are critical if asset-based approaches (ABA’s) are to be effective.

Nevertheless, the CP applies the ABA at the individual level where the position of the facilitator is occupied by the counsellor (Pielorz & Seidel 2012:317). In the course of this, asset mapping on an individual level is the basis for the CP. The CP provides the opportunity to represent social and human capital in different categories, such as hobbies, family, school, etc., in which a portfolio is used like the map. The procedure is explained in the next chapter. This representation of assets leads to a better awareness of one's own strengths and abilities and, thus, empowers one, but it can also reveal inequalities. A basic prerequisite for ABAs and, therefore, also for the CP is participation which is further described in the section dealing with empowerment. Without honest and open participation of the users, the results remain very limited.

3.4 PROFILPASS AND ITS THEORETICAL FRAMEWORK

The Competency Passport was created on the basis of the German ProfilPASS. The implementation of it and adjustments for the Bosnian context are explained in Chapter

4. Below, the theoretical background and the structure of the German ProfilPASS is explained.

Since the mid-90s, informal learning has become more important owing to the structural changes of society, technology, changing demands in the workplace, and other educational needs. In addition to technical expertise, the requirements for social skills have grown as well. In order to meet the demands of the labour market, informal education and its recognition are needed in addition to formal institutional education. Informal learning is part of lifelong learning and mostly linked to vocational education (German Institute for Adult Education 2004:4).

In the 1990s, EU-led initiatives on lifelong learning included non-formal and informal learning. In 2000, this resulted in the "Memorandum on Lifelong Learning" (:4). The processes of learning within informal and formal education are not comparable, but only their outcomes. That makes it difficult with regard to certification (Severing 2009:35). Informal learning is primarily practised in the context of everyday life and does not receive any verification there. In contrast to formal learning, the outcomes of informal learning are usually not recognized in the labour market, like certified competences (:38). In order to make appropriate use of the different forms of learning, however, both forms of education must be identified, assessed and recognized equally. People also have a basic need for recognition and the appreciation of their competences and abilities, and this has a positive effect on intrinsic motivation (Pielorz & Seidel 2012:304) and thereby promotes empowerment. One of the EU's initiatives is to reduce barriers to career change and career entry by recognizing informal and non-formal competences. As a result, many systems for documenting training have emerged that intend to sensitize people to the issue of lifelong learning and to "raise awareness of existing knowledge and skills" (German Institute for Adult Education 2004:17). Furthermore, systems for documenting training aim to increase self-initiative, self-confidence and self-responsibility for independent learning. A condition for this is the voluntary participation of people who choose to be involved in such a programme. The German Institute for Adult Education summarizes:

"They are designed to give orientation in career and life planning, to manage competences, qualifications and abilities in terms of career development in a sustainable manner, to provide an overview of the increase in competence in the course of vocational education and training, to plan and organize targeted

educational processes and career development and thus to promote an expansion of professional and personal competence“ (:18, translation by the author).

An overarching goal of the programme is the integration of workers into the labour market. The impact of these programmes on the employment rate is unknown. But there is an influences on both potential employability and individual empowerment recognised through some evaluations (:28). The advantage for companies is seen in the fact that they receive transparent proof of existing qualifications of applicants and, thus, assistance in employing staff. This should also avoid poor judgment and the consequent and unnecessary staff turnover costs (:19). The individual competence assessment of the training qualification differs with respect to three characteristics:

- requirement- or development-oriented;
- Self or external assessment; and
- Quantitative or qualitative measurement model (Pielorz & Seidel 2012:306–307).

In the following section, the characteristic types and the development framework of the ProfilPASS are described.

The basis for the ProfilPASS was a feasibility study on the possibilities for an advanced training pass with certification stemming from informal learning (German Federal Ministry of Education and Research 2004). The passport was designed on the basis of the scientific results. A key feature of the passport is the self-reflection and documentation that participants use to strengthen or become aware of the skills and competences they have acquired during their lifetime. These include formally-, non-formally- and informally-acquired competences, which are included equally in the ProfilPASS (German Institute for Adult Education 2004:31) The process is not a once-off matter, but intends to initiate a process of reflection (:30). Awareness of one's own abilities and competences is an essential condition for professional and private orientation and helps to formulate personal perspectives for the future (Pielorz & Seidel 2012:311). The ProfilPASS uses a personal development-oriented approach that aims to identify skills acquired in the workplace and everyday life (:312). In contrast, the requirement-oriented approach is geared to specific requirements or competences and this becomes interesting when using the ProfilPASS within companies as the pass can also be used for this approach. Self-evaluation reflects the focus on the individual in the ProfilPASS. The criticism that self-assessment can produce disproportionately positive results is refuted

by the fact that, according to an evaluation, an initial uncertainty and underestimation can instead be observed (:307). Participants also, therefore, like to consider an external assessment. The ProfilPASS has integrated this possibility of evaluation by family, friends or acquaintances. This creates an even better verification of the abilities and competences of the users through the combination of self-assessment and external assessment, where the external assessment is only supplementary. The measurement model of the ProfilPASS is based on qualitative methods, which means that there is an orientation with regard to the subjective perception of an individual. Personal development-oriented qualitative methods are criticized for not being reliable enough because they do not meet the quality criteria of quantitative methods (:308). Normally test-theoretical quality criteria are used. But Erpenbeck responds to the critique with general content-analytical quality criteria for qualitative methods, which consists of:

- stability (similar results of repeated analyses);
- reproducibility (repeatability); and
- accuracy (results according to certain standards) (:308).

By classifying the skills according to their characteristics (see Chapter 4), elements of a quantitative approach are also included (:308). An essential feature of the passport is that the process of self-reflection of the users is supported by a certified counsellor, as many people cannot name and classify their competencies by themselves (German Institute for Adult Education 2004:30). According to the asset-based approach, the facilitator had an important role, as he or she was the trigger for revealing assets (Mathie & Cunningham 2003:483). The quality of the facilitator is, therefore, significant.

The structure of the ProfilPASS looks like this:

1. At the beginning, the user should give a compilation of biographically relevant data in order to give an overview of his life.
2. From the events and phases of life in various fields of activity the skills of the user are derived. The fields of activity are:
 - Hobbies and Interests;
 - Household and family;
 - School;
 - Vocational training/studies;
 - Voluntary service, military service, community service;
 - Working life: Jobs, internships and advanced training;

- Engagement: e.g. in the social, political, religious area;
- Particular life circumstances; and
- Others.

In a further step, the abilities will be assessed according to the degree of autonomy and transferability to other contexts.

3. The following section is intended to provide an overview of the abilities and their evaluation by presenting the personal strengths in different ways.
4. With the knowledge of one's own abilities, possible development objectives are then formulated and further steps for the future of life are discussed where the abilities can be used.
5. The concluding chapter serves to gather evidence for the various skills and abilities in order to verify their competencies for job applications more effectively.

(Annen & Bretschneider 2009:192)

The ProfilPASS is used by educational institutions, social organizations, companies or individual counsellors (DIE 2006:8) where, next to the target group of adults of a working age, young adults and migrants are also addressed.

3.5 SUMMARY

The objective of promoting human freedoms and capabilities represents the Human Development Approach as a framework for the CP. It is about giving every person the opportunity to live a valuable life. The asset-based approach, as a way of implementing human development, builds on the fact that each person has skills and competences. It is about using existing resources and thereby achieving empowerment. This is implemented by, for example, asset mapping, where all available resources are collected on a map. The CP represents this on an individual basis.

The CP has resulted from the German ProfilPASS and has been adapted to the context of BiH. The user considers his life through various fields of activity in which competencies are identified, assessed and recognized with the help of a counsellor. This compilation is intended to help the user in designing further steps for the future of life and developing his or her objectives. By becoming aware of skills, users will be empowered and strengthened in their intrinsic motivation. This contributes to a self-determined life. The steps that have been taken with the CP in BiH, as well as activities and outcomes based on project documents, are presented in the next chapter.

CHAPTER 4 IMPLEMENTED ACTIVITIES AND OUTCOMES OF COMPETENCY PASSPORT IN BIH

Because of high unemployment rates, the lack of skills in the labour market and an insufficiently developed system for adult education, GIZ was commissioned by the Federal Government of BiH to develop an adult education with the project "Support to Adult Education" in 2010. For this purpose, a total of six intervention lines were created where the CP ranks in the intervention line of *Certification of Informally Acquired Skills*. The beneficiaries were people over the age of 16 with a focus on unemployed persons (GTZ 2010:8). The unemployed should be helped to be given access to the labour market, which, then, supports the economy. The implementation of the project "Support to Adult Education" was carried out in two phases. The first phase lasted from 2011 to 2013. During this time, pilot projects were carried out in selected areas to examine the local situation and to adjust the project. In the second phase, which took place from 2013 to 2017, the goal was to disseminate the pilot projects and establish sustainable developments in the education system (:9).

This chapter describes the steps that were necessary to move from the German ProfilPASS to the application of the CP in BiH, what effects the CP has had and what challenges are currently being experienced.

4.1 CREATION AND ADAPTATION OF THE CP IN BIH

Methods of qualitative competence assessment, like the CP, are dependent on their context (Erpenbeck 2009:32). Because of this background, the ProfilPASS had to be adapted for use in BiH. A team of project partners of GIZ and a creator of the ProfilPASS from Germany was, therefore, put together.

The ProfilPASS and the Competency Passport consist of a counselling process and a folder with various topics, as described in section 3.4, using the example of ProfilPASS. The aim of the counselling process and the documentation with the folder is to make users aware of the competences which they have acquired through formal, non-formal and informal learning. On the one hand, this should contribute to the empowerment of the users to participate in society and, on the other hand, "helps to assess and match skills and competences of potential employees and employers which is extremely important to overcome instability" (Schmitz 2013:37). Furthermore, additional skills facilitate the access to the labour market. Schmitz notes that the overall objectives of the German ProfilPASS and the Bosnian CP are the same:

“These aims are to support lifelong learning, the implementation across all target groups and to include all fields of education, and the adaption to European developments” (Schmitz 2013:74).

In the first phase of the project “Support to Adult Education”, a process of contextualization was carried out to apply the CP to BiH. This included an adjustment phase, a subsequent test phase in selected areas and a second adaptation based on these results (Hasanagić & Dedić 2013:52). The cantons of Zenica-Doboj, Banja Luka and Sarajevo were selected as pilot regions because half of the Bosnian population lived there. Furthermore, the areas had a high need for intervention (Schmitz 2013:35). The CP was implemented mainly by public institutions, like the employment office of FBiH, while the German ProfilPASS was used only by NGOs (:34). The nationally available structures of governmental institutions should have supported an effective dissemination. The employment offices of the Republica Srpska (RS) could not, however, attend because of limited capacity (Hasanagić & Dedić 2013:51). Since the CP has also been implemented in employment offices, these offices also bear part of the responsibility for successful application (Schmitz 2013:74–75). Owing to the cooperation with public institutions, the connection between quality and financing is less important because project funding is easier to realise (:81).

In addition, content-related adjustments were necessary for the use of the CP in BiH. Schmitz has researched the specific context in BiH. Her results were categorized as follows (:75–76):

- Site related factors;
- Awareness and preparation;
- Competence Pass; and
- Counselling.

In greater detail, two main site-related factors were mentioned. The first one was the “Bosnian-Herzegovinian mentality of resistance and scepticism against changes” (:72).

The people were critical of new approaches and continued to prefer conventional systems. A paradigm shift takes time to be established. The CP, therefore, had to work as an efficient instrument to convince its users. The second site-related factor related to the political system. There was a need for policy intervention in order to acknowledge informal learning. Because of the complex and controversial structure of the political

system, see section 2.4, the support of the government for the successful implementation of the CP was necessary (:72).

For the awareness and perception of the people, it was important that the government also acknowledged non-formal and informal competences. Furthermore, the CP needed to be better known by all stakeholders, such as decision-makers, the economy and the target group if its potential was to be exploited. Without dissemination and recognition within a broader class, the outcomes of the CP could not be profitably applied in the labour market. The materials of the CP had to be adjusted and restructured for the concerns of BiH (:73). The CP included examples of every topic for a better understanding. These examples had to be adjusted owing to different norms or historical events when compared with the situation in Germany. In addition, a glossary was added which explained the most important words of the CP to increase the understanding. Furthermore, repetitions were deleted in order to achieve greater efficiency and in this way the first site-related factor was taken account of. It was also revealed that Bosnians preferred to talk about their lives instead of writing about them as the Germans had done (Schmitz 2013:65). Moreover, the gathering of the examples at the very beginning of the passport should prevent an interruption of the thoughts of the user in every topic and give him or her more freedom.

Schmitz's last topic was the counselling, which gave information about preconditions for counsellors and the counselling system. In Bosnia, there was an existing counselling system, but no special training for it. There were, however, additional extensive requirements of the CP to the counselling system, which is why a special focus should be placed on the training of counsellors. People who wanted to become counsellors needed to participate in an extensive training course, where they got to know the new approach and the required techniques. The counsellors had to understand the procedures of counselling to motivate the users in the ongoing process, which could last on average for some weeks or even some months. Furthermore, the counsellors should have practical knowledge in counselling and a background in social science, such as pedagogy or psychology. The social background was necessary owing to dealing with several participants.

4.2 IMPLEMENTATION OF THE CP

In the following section, the activities for the CP are presented from the available project documents. The second phase of the project was initially planned to end in 2016

(GTZ 2010:4), but it was later extended to the end of 2017. Reports were, therefore, available for 2013, 2015, 2016 and 2017.

From the project documents, it can be seen that there was a need for a paradigm shift from thinking in terms of formal qualifications to a broader understanding of competences on the part of employers, employment offices and potential employees. The significance of a demand-driven adult education by trained teachers and the facilitation of consciousness for lifelong learning was recognised (Hiltmann-Richter, Wieckenberg & Puschmann 2013:10). Since skills were lacking in the labor market, the instrument of the CP should be addressing this fact. On the one hand, the CP should increase the sensitivity regarding informally and non-formally acquired competences, and, on the other hand, it should also reveal these skills to people. For this purpose, various activities within the project for the establishment of the CP were carried out:

1. Counsellor training and advanced training through peer-to-peer meetings;
2. Additional instruments (database, Job Ad Generator, CP for young people); and
3. Public relations and cooperation with participating institutions.

An integral part of the CP was the counselling process. In order to meet the requirements to be a counsellor, a total of three training sessions were held during which a total of 78 consultants were certified (Muratovic 2017:6). This included employees of the employment offices but also people from the NGO-sector. The time resources of counsellors at employment offices were limited. Nevertheless, attempts were made to cooperate in RS in order to facilitate collaboration with regard to the CP (Hiltmann-Richter, Wieckenberg & Puschmann 2013:7). After the first training, counselling was carried out to provide various experiences. From the results, the training modules of the counsellors for further trainings were revised and shortened. In the final report, attention was drawn to the fact that the training for counsellors was itself part of adult education. Identifying and defining competencies and developing goals with users was part of adult education skills (GIZ 2017:4). By the end of the GIZ project, approximately 1800 Competency Passports were completed with the help of the counsellors (:1). The proportion of female users at about three quarters of the total was significantly higher than the proportion of men. The involvement of employment office counsellors decreased, which meant that the CP was more widely used by other organizations.

Furthermore, two meetings for exchanges of experience were conducted for counsellors in order to increase the quality of the counselling. New methods were explained and

experiences shared on a peer-to-peer basis (Muratovic 2016:2). The counselling training was primarily intended to train the counsellors in the specific methodology of the CP. It also served as quality assurance for the process of each individual user because each counsellor was given different tools for the various participants. The counsellor meetings also contributed to quality assurance because the counsellors were able to discuss their problems and questions and the use of their competences there. Half of the certified counsellors founded a professional association of counsellors in 2017 to continue the work of the CP (GIZ 2017:4) Initial activities of the association had already started in 2016 (Muratovic 2017:7).

A second part of the activities for the CP implementation related to the additional instruments. It included a database for collecting information about conducted counselling which was presented in 2015. The database captures the identified skills and abilities which counsellors can communicate to the job market. Participating employment offices at the CP also have access to the database. The use of the database by the counsellors was limited owing to a lack of internet access. In 2017, a survey was conducted where the sampling was chosen with the help of the database. The results are presented in the next section (GIZ 2017:1).

The implementation of the CP for young people, including students from the age of 13 years, began in 2015 (Muratovic 2016:5), and the first test counselling was carried out in 2016 (Muratovic 2017:4). Approximately 250 beneficiaries received counselling with the CP for young people. Further information about the CP for young people is beyond the scope of this paper.

In 2016, a survey with 74 companies was conducted about the CP (Hodžić 2017b). 82% of the companies responded by saying that the CP was a useful aid helping them in the candidate selection. Around 60% considered the CP to be a relevant tool for the labour market. Identified problems were, however, that the CP showed a limited prominence and lacked acceptance of the validity of competencies by companies. Analysis revealed that counsellors in most cities had no opportunity to make the CP known to the companies. Furthermore, companies had problems about articulating their demands to the labour market and could not explain their required competences. In line with Erpenbeck's demand that qualitative methods are dependent on the context (Erpenbeck 2009:32), attention was paid to how the CP could address these problems. As a result, the Job Ad Generator was developed. This tool identifies the required skills of the companies in

order to be able to communicate them within the labour market. Precisely, the Job Ad Generator was introduced as an instrument that allowed job descriptions based on competences and so improve the communication between companies and employees. In addition, cooperation with employers was intensified considerably by the Job Ad Generator. This was used in cooperation with the employment offices of Sarajevo and the RS. For example, a company which had successfully carried out the Job Ad Generator was then able to provide employees with the necessary skills through continuing education (GIZ 2017:2).

A survey from 2014 revealed that the CP, as well as the informal and non-formal competences, were not yet sufficiently well-known and accepted at the structural level (Hasanagić & Dedić 2014:18–19). While the CP led to the empowerment of the individual user, it had little impact on the labour market. The need for addressing ‘liberating empowerment’ by the CP was also mentioned in the annual report 2016 (Muratovic 2017:3). It was, therefore, necessary to foster the awareness of the society, especially of companies and possible employees, about informally- and non-formally-acquired competences. Recognition would ensure that informal skills receive more attention in the labour market, thereby influencing employment. For this purpose, public relations, as a third part of activities, was promoted and contacts with institutions developed. Events providing information were, therefore, offered in different locations firstly to introduce the CP (Muratovic 2016:3). Public relations were facilitated by free publications and a Facebook page. An advertising and media campaign was conducted with contributions in TV and newspapers (Schmitz 2013:73). As has already been mentioned, cooperation with institutions was pursued in order to use existing systems to further publicize the CP and to acquire project partners.

4.3 PREVIOUS EVALUATIONS OF THE CP IN BIH

In the following section, the relevant results of the conducted surveys are represented. In 2014, a two-stage survey was carried out by a professional agency, specialising in market research, based on the user’s evaluation of the CP. It was conducted with the help of computer-assisted telephone interviews (Hasanagić & Dedić 2014:5). 128 people participated in the first survey from April to May 2014 (:6). Three quarters of the participants were women and three quarters were under the age of 40 years. Two-thirds had a university degree, a quarter had finished the 4-year high school, 7% had attended

college² and the rest had either completed the 3-year high school or the elementary school. Just over half of the people were unemployed. The participants were asked about their opinions about the CP and about working with a counsellor (:8).

In the second survey, from September to October 2014, 63 people who had been unemployed in the time of the first survey took part. Again, three quarters of the participants were women and this time just over 80% were under 40 years of age. Slightly more than half had a university degree, slightly fewer than a third had finished the 4-year high school, about 8% had attended college and the rest had either finished the 3-year high school or the elementary school. 17.5% stated that they had become employed (:7). In terms of content, the participants were asked about the impact of the CP, the presentation of the CP to employers and the applicability of the CP in BiH (:8).

First phase of the survey (April to May 2014):

For unemployed persons, the motivation for filling out the CP was mostly that they believed that it could help to find employment. It was more important for working people to recognize their own competences and to discover other skills (:10). The concept, its structure and the clarifications of chapters was generally rated very well. In the first stage, the expectations of 96,1% of 128 respondents were met for the most part or totally. Only 3.1% thought that the CP had partly met their expectations (:11). The advantage for 80,5% is that they explored themselves and their abilities through the CP. The general opinion (84,4%) was that the CP was an excellent or positive instrument. Almost a quarter of these said it was also useful and valuable. Furthermore, the CP was more helpful for discovering skills and capabilities of a person. The help with regard to finding further steps and objectives for their lives was rated a little less than the aforementioned outputs. Over 80% had no suggestions for changes to the CP. A small number thought that the CP should avoid repetitions, shorten parts, create more space for writing as well as provide an electronic version (:13). Furthermore, all participants would recommend the CP (:14). Regarding counselling, more than 80% believed that the counsellor had helped a lot, and over 90% were completely satisfied with the behaviour of the counsellor. This included clear instructions, the understanding of the counsellors and their availability. This was also shown by the fact that 99% found their

² Colleges are the private universities in BiH. The value of a college degree is below that of a public university.

advisor competent (:15–16). Since half of the interviewees could not have completed the CP on their own, the role of the counsellors was very important.

Second phase of the survey (September to October 2014):

In the second stage, 17,5% of 63 respondents could confirm a change of employment status since the CP, while 11.1% thought that the CP had been useful in getting employment (:18). Another 4.8% said that it had brought changes other than work status, such as encouragement for further education. Only 14.3% had had the chance to show the CP to an employer. Two respondents categorized the CP as being not especially useful, because the work environment had not yet recognized its value (:19). About a third, however, said that the CP was applicable in the context of BiH, as they had also seen the advantage for the employers, who achieved a better candidate selection. Another third stated that the CP was not applicable, many of whom considered that BiH was not yet ready for the CP (:20).

Survey of 2017:

In 2017, another survey about the CP was carried out. The focus was on the attitudes and opinions of users about the CP, as well as the changes in working status after completion of the CP. 100 people participated, of whom 33% were men and 67% women. 70% of users were under the age of 40 years. Over half had a university degree and 34% had completed a 4-year secondary school. Among the respondents, 42% had a job (Hodžić 2017a:8). Three-quarters found the CP fully useful for self-assessment (:10). For 88% it was important to be aware of one's own abilities because of, for example, better positioning on the job market, the utilization of one's own potential or future goals. (:12). Awareness of their own qualities and self-esteem had risen to over 90% of users (:16). For three-quarters of users, the CP had influenced their objectives for the future, compared to 10% for whom it had had no influence (:17). The mentioned objectives were, for example, advanced training in the field and retraining or finding a better job (:18). Overall, 64% could present their skills to the employer more effectively through a better CV, a better interview, or the insertion of CP documents. Besides these, 7% saw no improvement and 29% did not have an opportunity (:20).

Interviews with employers (2017):

Around the same time as the survey with users, employers were interviewed. Participants were 74 small and medium-sized companies from various sectors of the economy

who had knowledge of the CP. It was examined whether employers saw the CP as being a reliable tool for recruiting and systematizing existing jobs. Moreover, information about the labour market should be gained (Hodžić 2017b:7).

Labour productivity, as a relationship between output and invested manpower, is a measure of a company's success. To increase this productivity, one third of companies mentioned development in knowledge and competences as being important in the survey. One third were convinced about investing in technology, 22% mentioned developing human potential as being necessary, while 11% saw high quality systematization as being relevant (:11). More than half of the companies selected candidates based on interviews, 22% had no concrete rules, 11% selected on recommendations or acquaintances, and 11% with the help of announcements (:14). Nearly three quarters of the companies had a competence model in which competences were defined in combination with the company philosophy, 5% had one which is not used, and 22% of the companies did not have such a concept (:15). Of significance was the statement of the companies that all made a distinction between competences and qualifications. This results in the difference in the recognition of formal or informally acquired skills being apparent (:16). In 55% of the participating companies, five candidates had applied with a confirmation from the CP and 5% of companies had had applications from up to ten candidates with a confirmation from the CP. Of the last two groups, 67% found CP to be helpful in selecting candidates (:18). Overall, 82% of all companies found the CP a relevant tool for selecting candidates (:19).

4.4 FUTURE CHALLENGES OF THE CP IN BIH

At the end of 2017, the GIZ's implementation of the CP was terminated. For this reason, counsellors and multipliers have met since 2015 to develop a concept for the continuation of the CP in BiH. The result is the organization SKILLS, which has continued to manage the coordination and support of the entire project Competency Passport since the beginning of 2018. This includes, among other things, public relations, acquiring project partners and the implementation of the CP within companies to fill vacancies with competence descriptions. Two areas that are now becoming more difficult are financing, as no more project funds are available through GIZ, and communication with public partners, as the ministries are more difficult to reach by an NGO than they were by the state organization GIZ.

The counsellors have already taken the first steps by targeting companies primarily. Profiles of requirements for workplaces were created within the companies. Suitable jobs were then identified by the competence assessment for the employees. Fees by the companies for using that concept should cover the costs and contribute to the financing of the CP. Further actions for financing are necessary, because unemployed people with a small budget especially can benefit from the CP. A way to support the financing is submit funding applications to development actors who support employment. Possible donors are: foundations of companies; development agencies of countries; or the EU because the EU is interested in supporting BiH as a potential member state as describe in section 2.2 and 3.4. Contacts with companies should also be expanded to show them the advantages of the CP.

In terms of content, it is necessary to work on the results of the quantitative survey. These include the problem that the CP was known only to a few institutions and companies. With regard to Chapter 3.2, the structural level, liberating empowerment was not sufficiently addressed, which is why the CP had only a minor impact on the societal level (Hasanagić & Dedić 2014:22). The empowerment that can be achieved by the CP (see CHAPTER 6, meanings of participants) could not be ensured in the long term, because the environment did not yet accept the recognition of informally-acquired competences, or there was no possibility to present them at all. This is also determined by the political framework conditions, as the implementation of informal and non-formal education has not yet taken place sufficiently (see section 2.4.2). As a result, structural empowerment needs to be focused on even more. Society's fundamental thinking about informal education needs a paradigm shift, because the opinion is that “the additional integration of hidden potential could be one solution for the high unemployment rate in BiH” (Schmitz 2013:8). At the same time, EU legislation with regard to informal learning in the education sectors and BiH's aspiration to become a member of the EU could make an important contribution. Nonetheless, communication with ministries is important to further develop adult education.

4.5 SUMMARY

The CP was adapted from the German ProfilPASS to be applied within the context in BiH. In the pilot phase of the GIZ project "Support to Adult Education" of 2011-2013, the decisive differences were worked out, and the CP was carried out on a trial basis. Site-related factors, such as social and political acceptance, were important.

Furthermore, there was no awareness about informal learning in BiH, and this required lobbying and advertising. Next, the CP itself was adapted to the context through abbreviation and restructuring. An essential factor was also the implementation of a comprehensive training for the counsellors, because such a system did not exist in BiH.

The GIZ reports about the CP described the respective activities in each year. These included the regular training of counsellors. The meetings of the counsellors for sharing experiences should contribute to their further development and for gaining new skills through peer-to-peer exchange. In order to communicate the competencies in the labour market, a database of accomplished counselling has been created. A next step was the implementation of the CP for young people. In order to continue to make the CP known and relevant, the acquisition of cooperation partners was also important. In addition, regular public relations were carried out through internet articles, newspaper articles and TV commercials.

Evaluation revealed that the participants' opinions about the CP were fundamentally positive and that the expectations were largely met. The essential advantage which the participants saw in the CP was “getting to know oneself and one’s abilities“ (Hasanagić & Dedić 2014:22). The users were satisfied with both the counselling process and the counsellors themselves. The impact on employment status was, however, limited for the most part. The work situation has not changed for many because the employers have not recognized the benefit yet. According to the research conducted three years later, in 2017, for most of the participants, self-confidence had grown and more than half of the participants were better able to present themselves to the employers. Furthermore, many employers see the CP as a useful tool for selecting candidates.

To support the empowerment of the people and the labour market in the long term, the following challenges for the CP should be considered. On the one hand, there is a need for the organization SKILLS as the coordinator to structure itself sustainably in order to secure both its continuation and also that of the CP. For that, financing and communication with the ministries are essential components. On the other hand, work has to continue at the structural level in order to introduce society to informal learning, thereby improving the outcomes of the CP.

CHAPTER 5 RESEARCH METHODOLOGY AND METHODS

In this chapter the methodology of the qualitative research on the CP is explained in more detail. In the course of this, the research process based on the empirical praxis cycle is discussed. It describes how the interviews were developed, conducted and analysed. Furthermore, the grounded theory is explained for the evaluation that follows in chapter 6.

5.1 METHODOLOGY AND RESEARCH DESIGN

For the following empirical study, a qualitative method was chosen, and this is described in this section.

5.1.1 The Three Worlds Framework and the Qualitative Method

In order to classify this work in terms of an overall research process, the image of the three “worlds” (or “frames”) of Mouton is used (Mouton 2001). The first world is the place where research begins, where events take place and where real-life problems are discovered. At the same time, the research process will end in world one because the results and insights should influence that reality. In the second world, also called the world of science, the discoveries of the first world are formulated as a research problem. Consequently, the researcher examines the problem methodologically. The third world represents the reflection of the research in a level beyond the world of science. This includes the reflection of the subjectivity and objectivity of the researcher. This world is also called the world of meta-science, where the research is located in the frame of research ethics and an epistemological framework. The framework of the three worlds will now be referred to the present study.

The first world represents the ongoing process of the CP through which counselling takes place and where, after the evaluation, problems of the low impact on employment became apparent. Furthermore, the available surveys with the users of the CP were based on quantitative methods and, therefore, the background of the statements remained mostly unknown and some questions were still left unanswered. The final survey, in 2017, which was carried out in part qualitatively, gave first hints on background, but also left potential for further investigations.

This dissertation is part of the second world with its processing of the research problem. In world two, the use of the qualitative method is explained as being able to study the problem scientifically. The advantage of the qualitative method is shown in the more open approach to a phenomenon to be examined, and it is, therefore, closer to the

research subject itself than other methods (Flick, Kardorff & Steinke 2003:17). The CP is a tool for the individual user, which makes an individual view of results of interest. Consequently, in terms of this research, the users of the CP are themselves the research subject. Strauss and Corbin describe the qualitative method by saying that “it can discover little known phenomena or novel findings about things which are already well known. Qualitative methods are able to give information about complex details of phenomena” (Strauss & Corbin 1996:5, translation by the author). There are already various investigations on the CP. According to Strauß and Corbin, however, the qualitative method gives the opportunity to still make new findings.

The subjective factors, which are collected by the interaction with people (Helfferich 2009:22), are reflected in world three. The social reality is, therefore, examined appropriately (Flick 2000:22). The experiences and the subjective understanding of the users of the CP as well as the behaviour of the researcher are the subjective factors. Furthermore, the research ethic is considered in this world. The anonymity of the participants is respected and care is taken to avoid any disadvantages or harm. It also requires respectful interaction with the participants which is done by a sensitive handling of the interview partners.

5.1.2 Empirical research design

The figure below shows the practical sequence of the research design as an overview. There, the steps were arranged in linear form for easier presentation. The process and each step are, however, cyclic as described in the EPC.

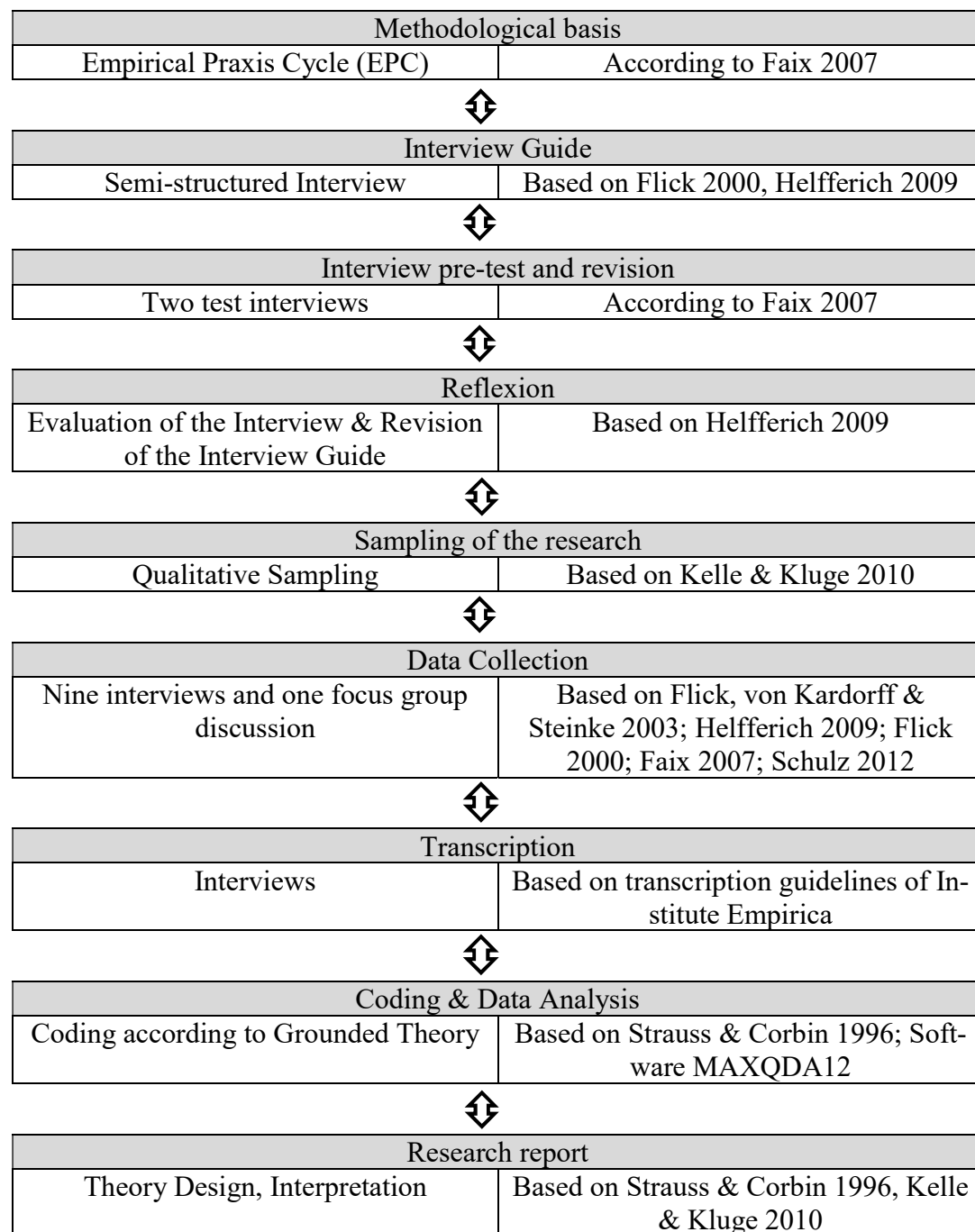


Figure 5.1: The empirical research design (based on Faix 2007:157)

5.1.3 Empirical Praxis Cycle

To ensure scientific requirements and methodological basics, the empirical praxis cycle (EPC) by Faix (Faix 2007:64) was used as an analytical empirical process. This underlying methodology is the means by which to achieve the research objective, which in this case is intended to study the success and limitations of the Competency Passport for the empowerment of unemployed citizens in Bosnia Hercegovina. The EPC is a methodological analysis of experiential processes with the sub-processes, perceive,

test, prove and evaluate. Faix elaborated on the EPC by describing six phases as shown in figure 5.2.

Applied to this research, the *research design* includes the methodology and procedure described in detail in figure 5.1. The *field of practice* includes dealing with the research question and how it can be answered. The research question also emerged by the examination of the existing quantitative surveys which showed the basic problems of the CP. The process of dealing with the research question was achieved by the draft of the interview guide and an exploratory preliminary investigation, which was carried out by sample interviews with users of the CP. This is explained in more detail in section 5.3. The *conceptualization* includes the revision of the interview guide achieved by the results of the preliminary investigation. In addition, the definition and clarification of the terms used for the final version of the interview were realized. In the part of the *data collection*, the sampling was determined and afterwards the interviews were conducted with the users and counsellors of the CP (see section 5.2). The *data analysis* for this work includes the process of grounded theory and the process of coding and theorizing, which is explained in section 5.4 and carried out in chapter 6. The *research report* summarizes the results of the data analysis and is described in chapter 7.

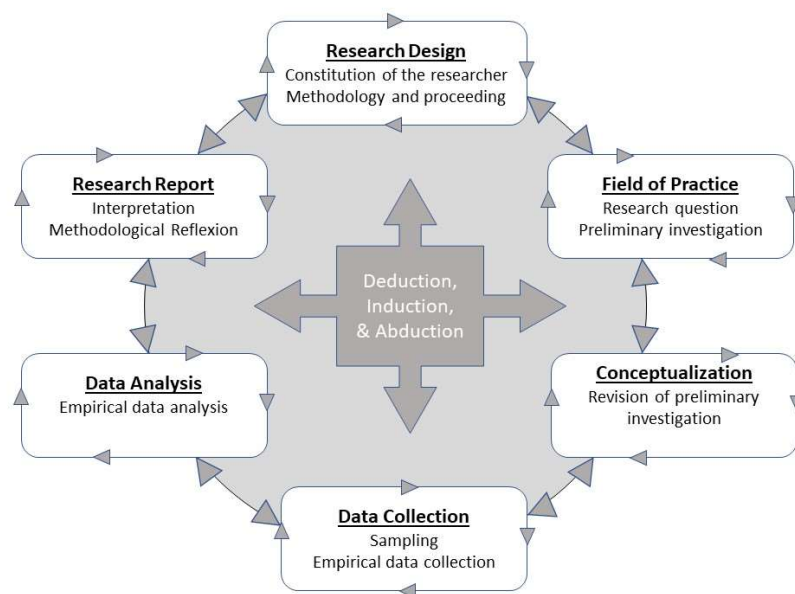


Figure 5.2: Empirical Praxis Cycle based on Faix (2007:66)

The different phases of the EPC are sub-processes of their own, combined through the reflexion of induction, deduction and abduction, which give the whole process a circular dynamic. ‘Inductively’, this means inferring a theory from a single case.

‘Deductively’ means to conclude from a theory to an individual case. Finally, ‘abductively’ means putting up a daring hypothesis from the concrete case. The advantage of the reflexion is the possible repetition of each sub-circle until scientific relevance is achieved, which also fulfils Erpenbeck's demands (Pielorz & Seidel 2012:308) for repeatability (see section 3.4). The reflexion is necessary among other things, because of the not unprejudiced and subjective view of the researcher (Faix 2007:67).

5.1.4 Grounded Theory

The grounded theory, which allows the development of a theory based on the data (inductively), is suitable for analyzing the data of a phenomenon. It starts with an area of investigation and without a theory to be confirmed (Strauss & Corbin 1996:8). In searching for the theory, there are several levels of elements. According to Strauss and Corbin, categories are a classification of concepts (codes) in which different concepts refer to a similar phenomenon. Concepts themselves are assigned to individual occurrences for phenomena and have special properties. The lowest level are the dimensions that represent the degree of concept's properties (:43). This helps the categories to become more specific. The approach of empirical research is, however, not completely inductive coming purely from the data, since, on the one hand, a literature study is envisaged and, on the other hand, the researcher has some previous knowledge. To take this fact into account, Strauss and Corbin introduced the theoretical sensitivity for the process (:25). This sensitivity represents the personal ability of the researcher which evolves in the ongoing research process. It is about the awareness of attention to subtleties, such as the importance of data and external influences. The goal is to distinguish the important from the unimportant in order to achieve a density of data and to generate an object-anchored theory (:25).

Open Coding

In greater detail, the procedure of creating concepts consists of three different coding processes. Firstly, open coding is “the process of breaking up, examining, comparing, conceptualizing and categorizing data” (:43, translation by the author). Codes are, therefore, formed. These can consist of a word, a sentence or a paragraph (:43ff) and are assigned to different categories and subcategories. For example:

Code: She didn't have very high expectations. (Interview I Nermina, pos. 43)

Subcategory: Expectations

When naming the categories, the researcher has to make sure that they are "sufficiently open" (Kelle & Kluge 2010:94, translation by the author), "simple and memorable, and that they clearly describe the content of the category" (Faix 2007:89, translation by the author). In the process of open coding, the three final modes are used: deductive; inductive; and abductive reasoning.

The deductive reasoning builds on the categories of the interview guide, whereby, for example, the theoretical category "CP Personal Support/Outcome" is derived from the research question. Afterwards, all passages are marked and sorted into these categories.

The process of inductive reasoning proceeds in such a way that distinctive passages are coded without the specification of theoretical categories. Then, similar codes are assigned to a category to be created. In this case, the repeated pass is necessary so that each passage has the opportunity to be assigned to each category, even if a category is formed only at the end of an interview. The inductive reasoning thus enables the finding of theory-independent and relevant content. For example, the category "Suggestions for CP" was developed owing to hints for improving the CP mentioned in the individual interviews.

Abductive reasoning begins similarly to inductive reasoning, marking important passages of text. One difference is that there are not several and similar statements. A hypothesis is, therefore, formulated according to which a category is formed only by repeated examining. For example, only in the group discussion was a relation to the continuation of the CP after the completion of the GIZ project mentioned. As a result, when analyzing by questions how the CP is further organized, the category "Further CP Organization" was finally formed.

From this analytical process, concepts which are the basis of a theory are formed. Repeated open coding increases the theoretical sensitivity and density. A high sensitivity enables one to perceive the data more openly and to discover little things or new aspects without making presumptions, or taking previous experiences and knowledge from the literature study into account.

Axial Coding

Subsequent to the open coding, the axial coding follows. In the process, connections between categories are formed. This approach combines also the sub-categories with the categories, giving the grounded theory density and precision. Strauss and Corbin

describe this process more simply with a coding paradigm as follows (Strauss & Corbin 1996:78):

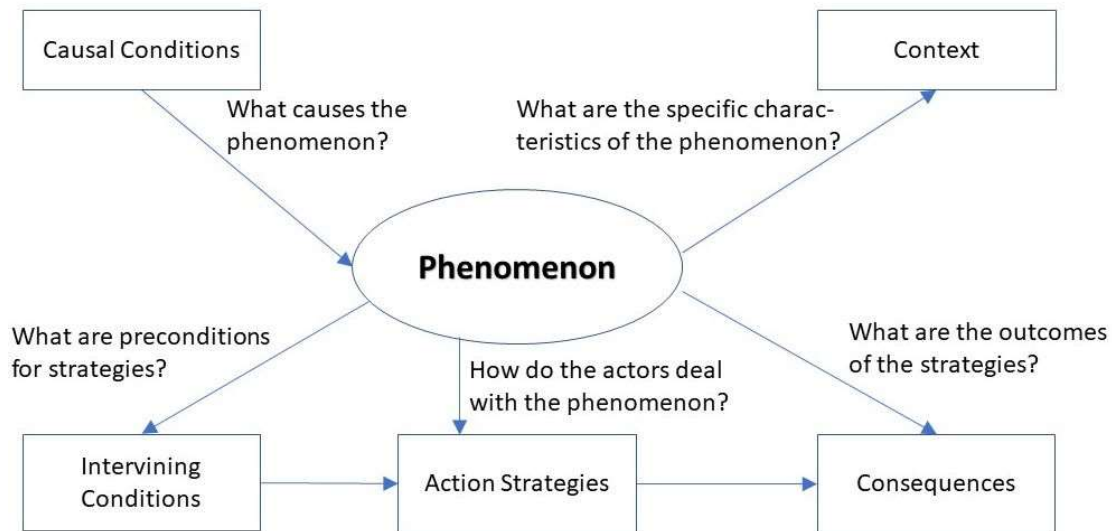


Figure 5.3: Axial coding according to Strauss and Corbin (1996:78)

Axial coding helps to "foster interpretation and explanation" (:76, translation by the author), respectively showing "new questions and ideas regarding undetected or neglected cases and fields" (Breuer, Dieris & Lettau 2009:84, translation by the author). The different elements of the coding paradigm are described below, summarized by the definitions of Strauss and Corbin (Strauss & Corbin 1996:75):

Causal conditions are any events or incidents that lead to the occurrence of a phenomenon.

The *phenomenon* is the central idea, the event or incident to which a series of actions are directed to overcome the phenomenon or to which the actions are related.

The *context* describes the framework of properties and conditions that belong to a phenomenon.

Intervening conditions are all structural conditions that influence the action strategies that are related to a phenomenon.

Action strategies are the actions developed to manage or respond to a phenomenon.

Consequences are the results of actions and interactions.

With regard to the topic of this research work, several phenomena are definable, as Strauss and Corbin generally consider to be possible (:80). The evaluation is shown in chapter 6.

Selective Coding

The third and final method is selective coding. In this method, a core category is selected from the different categories and this is related to the others. “A descriptive story or presentation of the central phenomenon of the investigation“ (:94) forms a summary of the core category. The different categories and sub-categories are rearranged and reassembled. The various links and assignments create a theory anchored in the data with high density and precision.

In addition to coding, two other important processes belong to grounded theory. One aspect in the process of coding is the memo writing in the data collection and analysis, in which the researcher writes code notes for traceability for others (:169ff). The other process is sampling, where the participants are selected by certain characteristics. Strauss and Corbin explain the theoretical sampling for the grounded theory, in which the selection of subjects takes place during the survey on the basis of comparison of the cases (:148). For practical reasons, however, qualitative sampling is used in this study. In the process, all subjects are selected on the basis of certain criteria before the examination. The method is described in more detail in Section 5.2.1.

5.2 SAMPLING AND SOURCES OF DATA

To study the background of the results, further investigations were done with individual users. Interviews were chosen for examination in the field of practice because the CP is an instrument for the individual. In order to see the statements and experiences of the users from a different perspective, a discussion with the counsellors of the CP was also used. Therefore, the sampling of the interview participants is dealt with below.

The interviews are the primary source of data. In the following, the data collection is also described. As secondary sources, the project documents, have been examined in Chapter 4. This also includes the conducted quantitative research on the CP, which outlines the impact of the CP on its users.

5.2.1 Qualitative Sampling

The interviewees were selected through the database of the CP according to the sampling explained in the following. The selection of interviewees was made by qualitative sampling as Kelle and Kluge describe it (Kelle & Kluge 2010:50). Qualitative sampling is usually used when there is already some existing theoretical and empirical knowledge. As a result, the sampling is carried out before the survey, and the evaluation

is done thereafter. Kelle and Kluge see three definitions before the examination as necessary:

- Relevant characteristics;
- Specificity of characteristics (socio-demographic variables such as age, gender, etc.); and
- The size of qualitative sampling (:50).

The relevant characteristics are determined on the basis of theoretical considerations in relation to the research objective, depending on a selection of certain theoretic relevant combinations of characteristics. One tool in sampling is to minimize and maximize differences (:48). Minimizing differences increases the probability of obtaining similar data within a particular category, thereby confirming the theoretical relevance. Maximizing increases the probability of heterogeneity and variance in the topic being studied. The method of minimizing was chosen for this dissertation. On the one hand, the method of qualitative sampling was used because of the limited time frame of the researcher. It was not possible to redefine the criteria for sampling after every interview, as Glaser and Strauss suggested should be done (Glaser & Strauss 2009:45). On the other hand, it was not intended to achieve statistical representativeness but variance by choosing from each relevant characteristic (Kelle & Kluge 2010:52). The objective was to analyse various successes and limitations of the CP and not only one focused element. The selection of characteristics was possible through GIZ's counselling database, but, at the same time, limited to the captured characteristics.

The interviewees were selected by:

Age: The participants were between 18 - 40 years old, which included around 75% of users and was, therefore, the significant group of participants.

Gender: Male as well as female interview partners were interviewed. About one third of men and two thirds of women were asked for an interview. Eight women and only one man agreed to an interview.

Economic: The participants were primarily unemployed at the time of completing the CP (this included more than half of users from the database). This interview group had the largest potential for change of employment status. Furthermore, the effects of the CP on unemployed persons were of interest, because of the high unemployment rates (see Chapter 1.1.1).

Geographical location: The interviews took place in the capital, Sarajevo.

Size of the Sampling: Nine interviews with users of the CP were conducted.

Level of education: The participants had a university degree, or were on the way to obtaining one, which included almost 70% of users. This significant part of users had the highest educational level and, therefore, had the best opportunities for employment.

The sampling is shown in Table 5.1.

5.2.2 Conducting interviews

Potential interviewees were selected randomly from the database of the CP according to the sampling, and they were contacted by their personal counsellors. In the case of approval for an interview, the researcher received the contact details of the interviewee and could arrange an appointment and place for an interview. If a translation was necessary, the arrangement took place with a translator. There were some refusals by candidates, which made it more difficult to keep the chosen sampling of around ten participants. Nine interviews were conducted, dependent on the availability of the volunteers. In the selection of candidates, the men were slightly under represented because only one man had agreed to participate. Approximately a quarter of all CP users were men. In the survey, he was only one out of nine.

In order to choose a pleasant and neutral place for the interviewees, a cafe was selected by the interviewee, as cafes were frequent meeting places for Bosnians. The background music of the cafes enabled the participants to talk about the questions in an unhindered way. For the participant of the interview 6, a meeting was difficult to organize, which is why the interview was conducted using internet telephony from the experiences of sample interviews. For the interviews marked with a * in Table 5.1, a translator was used to enable direct interaction and to ensure the quality of the data during the interview. This gave the researcher the opportunity to respond to the answers and to direct the interview. The participant in interview 8 was better in the use of German rather than English, having fled to Germany during the Balkan war. That is why the interview was conducted in German, which is the mother tongue of the researcher. All other interviews were conducted in English. Before the interviews started, the rights of the participants were explained, the privacy policy signed and the documentation form filled out. When the interviewee gave his/her consent to the audio recording, the interviews started. A professional voice recorder provided a mp3-file for further transcription.

During the interviews, it was noticed that part-time employees also called themselves unemployed, which was the case with two participants. In interview 6, it became clear just before the interview when filling out the documentation sheet that the person did not have a university degree but worked as a freelancer. Nevertheless, the interview was carried out, because of to that point, none of the participants had been freelancers and this was also of interest. Even with Interview 9 it became clear only when filling in the documentation sheet that the person did not have a university degree but was only studying at the university. Since the perspective relative to a job entry with a university degree was being the aim of the interview the perception of the labour market could be considered from that point of view, this interview was also carried out. The following figure shows an overview of all individual interviews with the associated criterion of the sampling.

Table 5.1: Sampling for the interviews

Interview	Gender	Age	Completion of CP (year)	Education (before CP)	Education (today)	Employment status (before CP)	Employment status (today)	Residence
1*	Female	26	2017	University	University	Unemployed	Employed	Sarajevo
2*	Female	25	2017	University (Student)	University	Unemployed (student)	Employed	Sarajevo
3*	Female	33	2017	University	University	Unemployed	Unemployed	Sarajevo
4	Male	28	2015	University	University	Unemployed	Employed	Sarajevo
5*	Female	40	2016	University	University	Unemployed	Employed	Sarajevo
6*	Female	40	2017	Academy	Academy	Unemployed (start as freelancer)	Employed (Freelancer)	Sarajevo
7*	Female	33	2017	University	University	Unemployed	Unemployed (part time freelancer)	Sarajevo
8	Female	33	2017	University	University	Unemployed (part time job)	Employed	Sarajevo
9	Female	21	2015	Four-year-secondary school	University (student)	Unemployed	Employed (student)	Sarajevo

*) with translator

5.2.3 Data collection of focus group discussion

According to section 5.3.2, it was planned to have the discussion with five counsellors. After contacting the counsellors with the help of the project manager Mrs. Muratovic, only four confirmed their willingness to participate. At the meeting for the discussion, one of the four counsellors was not able to attend at the last minute for business reasons. Table 5.4 shows a list of counsellors who participated.

Table 5.2: Sampling of the focus group discussion

Counsellor	Gender	Occupation
1	Female	Member of employment office
2	Female	Member of organisation SKILLS
3	Male	Member of organisation SKILLS

The discussion was again conducted in a café chosen by the participants to make the interview pleasant. The three remaining counsellors were informed about their rights and the consent form was signed. After their agreement to the recording, the interview was conducted with the help of a translator. In the course of the discussion, it became clear that the interaction of the participants would significantly exceed the communicated 1,5-hour framework for the interview guide. The researcher, therefore, had to adjust the questions and subjects within the interview so that all relevant topics could be addressed. As had been the case with the interviews, the discussion was recorded and transcribed and is available in appendix E10.

5.3 DATA COLLECTION INSTRUMENTS

The methodological basis for the research interest and the sampling having been clarified, the field of practice needs to be dealt with. The field of practice includes the high unemployment rates and the lack of skills in the labour market in BiH. In that context, the CP was implemented. In order to comprehensively investigate these topics, the creation of the interview guide for the individual interviews and the group discussion are explained below. In addition, the design of the interviews is described. Two sample interviews were conducted to review and revise the interview guide. The relevance of the questions, as well as their comprehensibility, could be adapted by this. Furthermore, the researcher was able to use the interview situation as the preparation for the following interviews.

5.3.1 Design and pre-test of the interview guideline

The CP targets people on a personal level, and for this reason the reference data for the present evaluation could be collected at this level. It was, therefore, necessary to use a method which could gather data from individuals. The half-standardised interview provides the required qualities for collecting the information. It is a “semi-monologic, guided design” (Flick 2000:36). The interviewees were thematically guided and verbally supported by an interview guide. This ensured that all relevant aspects of the topic were addressed and thus a higher comparability of the interviews was possible. In the process, the subjective perceptions of the interviewees were of interest (Helfferich 2009:43). The interviewees were, therefore, considered to be experts in this area, and this justified the use of expert interviews. The interviewer had to abstain from any valuation. Despite this, the interview was flexible, because the interviewer could choose the questions and was able to customise their order (Flick 2000:112–113). Furthermore, the interviews were considered to be low risk, because they focused on the effects of the CP of the participants and not on political issues or engagement.

The interview guide starts with an overview for the interviewer about all the important details which should be clarified before the interview with the participants. These include the presentation of the researcher and the purpose of the work, the time frame, the signing of the informed consent form, consent to the recording, and the completed documentation sheet. Some of the points had already been clarified when the participants were contacted. The following section of questions is divided into four columns. The first column shows the respective topic. The second column contains the key question for each topic. The third column provides various detailed questions in order to obtain further details that might be of interest from the interviewee. The last column presents the cognitive interest of the respective key question showing why the question is asked. In terms of content, there are four different areas of topics. The first category includes personal questions, e.g. related to expectations of work and education. The second topic deals with the CP in relation to the personal development of the respondent. The third part contains questions about the interviewee's employment and the impact of the CP on his employment status. The fourth topic examines the interviewee's personal perception of the labour market. At the end the question is asked as to whether the interviewee wishes to add anything important. The complete interview guide can be found in appendix A.

For the test interviews, two people from BiH who fit into the sampling category, showed in section 5.2.1, were chosen. There were two adjustments for the test interviews. Firstly, the persons did not have to come from Sarajevo, as the interviews were planned to take place by internet telephony. Secondly, they had to speak English, because using a translator would have been too complicated in a telephone conference. The objective was to find out how useful the interview guide worked and whether the users would be persuaded by the questions to talk. Since the sample interviews should not be included in the evaluation, conformity with the sampling was less important. The database of the CP was used to identify potential candidates and their counsellors were asked whether contact with the users would be possible. After two candidates had agreed, they were contacted by E-mail. After explaining their rights and their signing the consent form, both interviewees agreed to the recording. Both interviews were conducted using the draft of the interview guide. The participants were motivated to talk about their experiences with the CP. At the beginning of the second interview there were problems with the technology, but these were solved and the interview was done easily. The recording was doubly ensured by means of a voice recorder and a recording programme. One interview took 41 minutes and the other 68 minutes.

On reflection, the interviews ran satisfactorily. One finding was that interviews could, in fact, be conducted via internet telephony. One disadvantage, however, was the internet connection, which could be problematic. In addition, non-verbal conversation signals and behaviours may be affected compared to a direct conversation. During the two interviews, the researcher was able to be aware of his role and study the reactions of his behaviour. The necessary neutral attitude of the researcher without influencing confirmations or rejections of statements of the interviewees provided a learning field. In addition, the dynamic between waiting for further answers and asking the next question demanded a certain sensitivity.

5.3.2 Design of focus group discussion

In order to examine the sub-question about the limitations and successes of the CP extensively and to see the statements of the users from a different perspective, counsellors were questioned in a group interview. They could discuss the statements from their point of view because they had a comprehensive knowledge of different participants. A separate interview guide was prepared for the focus group. The timing of the interview was chosen at the end of the individual interviews to present the results to the

counsellors, as described by Schulz (2012:12). For this purpose, the interviews with the users were preliminarily analyzed. This resulted in the topics for the group interview.

The focus group ensured that the conversation of the participants resulted in a dynamic discussion and this added value in terms of content, something which would not have been the result of an individual interview. The focus of the discussion was set by the interviewer, but the data came from the participants (:9). Other benefits of the focus group included the collective and more efficient knowledge about an individual. In addition, participants could switch between active and passive participation (:13). There was, typically, a conscious choice of participants (:14). The sampling for the discussion with the counsellors was, therefore, set by two criteria. One, they should already have held several counselling sessions and, secondly, they should work in the area of Sarajevo. Because of the activity around Sarajevo, the counsellors had a better knowledge about the local situation. Their willingness to participate was of course the basis. A limitation based on demographic criteria was not chosen owing to the low availability of counsellors. The selection of the counsellors was managed by the project manager of the CP from GIZ owing to the limited time frame of the group discussion and the limited area of Sarajevo. In order to ensure the anonymity of the users in the group discussion, their names were not mentioned anywhere. According to Schulz, there should ideally be at least six participants in a focus group interview (Schulz, Mack & Renn 2012:13). Because of a limited availability of counsellors, a number of five participants was chosen. The researcher acted as the moderator because of his overview of all statements of the single interviews. A translator ensured proper communication in English.

5.3.3 Revision of the interview guide

The pre-test showed that the topic relating to the successes and limitations of the CP was relevant for the individual participants and could provide sufficient research material. The two sample interviews had already made it clear that the effects of the CP were both individual and varied. As a result, the essential criterion of the qualitative sampling plan was not to achieve representativeness in a statistical sense, but rather the heterogeneity of cases.

As a result of the sample interviews, it could be stated that the basic structure with the key and detailed questions of the interview guideline worked effectively and the participants were able to respond to the questions. The arrangement of the several topics

only was adjusted, and a few questions added in order to achieve a better flow of further interviews. The first topic on personal questions provided a simple introduction for the interviewee and offered a suitable transition from questions of work to the subject of CP. In part two, the order of questions was changed owing to a better correlation of topics. The third part was divided into several sections in the first draft. These were summarized and restructured as the topic employment. For the fourth part, questions about the labour market were added to the end of the guide as they shifted from the personal to the general level. Owing to the length of the revised interview guide, only a shortened version without the detailed questions and without the cognitive interest is presented in Table 5.3. The full interview guide is added to appendix A.

Table 5.3: Short version of the interview guide

Topic	Key question
1.1 Introductory question	When you were a teenager, what kind of job did you dream of?
1.2 Expectations for a job	What are your expectations with regard to a job?
1.3 Formal education	What is your educational level?
2.1 CP-participation	How did it happen that you participated in the CP programme?
2.2 CP-expectation	What expectations did you have about the CP?
2.3 CP-personal effects	Did the CP support you personally (not with regard to employment) and, if yes, why?
2.4 CP-Impact of competence perception	Did the CP change the way you see your own competences and strengths?
2.5 CP-sustainability	Do you see any change in your life because of the CP? If yes, which?
2.6 CP-critic	What is your personal opinion about the CP?
2.7 CP-counsellor	Which function did the counsellor have in the progress of CP?

3.1 Employment-changes of status	Which steps have you taken in your professional life after completing CP? (Alternative: Did your employment situation change after you did the CP?)
3.2 Employment-CP impact of application	Do you think the CP helped you when you applied for a job?
3.3 Employment-social environment	Did the contact with the counsellor or other participants of CP help you with your employment?
3.4 Employment-employers response	How did the companies (employer) respond to (the acknowledged skills of) the CP?
3.5 Employment-future expectations	Which steps do you plan for the future of your employment?
3.6 Employment-self-employment	Is self-employment an option for you?
4.1 Labour market-job specific	How do you personally experience the situation within the labour market for your profession?
4.2 Labour market-BiH general	How do you generally classify the job situation in BiH?
5.1 General remarks	Are there other aspects that should be mentioned in this context?

5.3.4 Interview guide for focus group discussion

After the empirical data collection with the users of the CP, the interviews were analyzed in a simplified way, in which important and conspicuous statements or insights were summed up in headings when listening to the interviews. These were formulated into questions for the counsellors or included as statements that were read to the counsellors for discussion. The structure of the guideline was adopted from the individual interviews. Only the opening question differed, where the counsellors should summarize the objectives of the CP and compare them with their own motivation as counsellors. Subsequently, questions were raised about the CP and its impact on the

participants in the second part. The third part again referred to the impact of the CP on the employment of participants. In the fourth part, the opinions and statements of users relative to the labour market were discussed. As a conclusion, the counsellors were asked to address important aspects from their point of view. A shortened version of the guideline without the detailed questions and statements of the users is presented in Table 5.4. The full guideline is added in the appendix B.

Table 5.4: Shortened Interview guide for focus group discussion

Topic	Key question
1.1 Introductory question	What goal does the CP intend in general?
2.1 CP-participation	What kind of encounter with the CP was, in your opinion, the best way to encourage people to participate?
2.2 CP-expectation	Do you consider the expectations to be achievable in comparison to the objectives of the CP? To what extent do you consider it to be a problem when expectations are not met?
2.3 CP-personal effects	When you hear these statements, to what extent do you see the objectives fulfilled?
2.4 CP-sustainability	Are there any mechanisms that ensure the sustainability of the CP? Which ones? How can this thinking be maintained?
2.5 CP-critic	To what extent did you perceive that the participants see themselves as the bearers of the competences and not the CP as the competence bearer? How can the perception be affected? What can help to ensure that the participants are open and honest? To what extent do you perceive that the CP addresses/sustains a negative stigma of self-reflection in the population?

	<p>How could this stigmatisation be changed?</p> <p>How can one support the motivation of the people so that they use/start the CP, considering that they should pay for it?</p>
2.6 CP-counsellor	<p>To what extent did you assess the competence of self-reflection of the participant after completing?</p> <p>What is necessary to support this process?</p> <p>What should be done to achieve a “deep” relationship with the participant to ensure good communication?</p>
3.1 Employment-employers and application	<p>What experiences did you have with the employers and the competency passport?</p> <p>How do you perceive the reactions of the employers in relation to the CP?</p> <p>What should be done to ensure that private companies get to know the CP better? Are there some steps?</p> <p>Are there some approaches that the public sector will be open to for the CP? What should be done?</p> <p>Are informal and non-formal skills accepted in the economy, such as management, organizing?</p> <p>Have the response of the companies changed up till now?</p>
3.2 Employment-social environment	<p>To what extent did you help the participants when they were applying or looking for a job?</p>
3.3 Employment-future expectations	<p>How can it be ensured that the motivation will remain?</p> <p>What do you think about this suggestion?</p>
3.4 Employment-self-employment/ improvement of CP	<p>What do you say to these statements?</p> <p>To what extent is this a feasible/possible idea?</p>

4.1 Labour market-BiH	<p>How do you classify these statements? And how do you perceive the economy in BiH?</p> <p>To what extent do you think that people with the CP have better chances in the economy?</p>
5.1 General remarks	Are there other aspects that should be mentioned in that context?

5.4 DATA ANALYSIS

The guideline of the Institute Empirica and the computer programme “F4” was used for the transcription of the interviews and the group discussion (see appendix D and appendix E). To manage the vast amount of data, the computer programme Maxqda helped and that is explained below. The programme supports the process of various steps. These include:

- Open coding;
- Dimensioning by weights;
- Lexical analysis;
- Axial coding; and
- Selective coding.

In order to carry out the work steps with Maxqda, the transcripts are loaded into the programme. In open coding, words, phrases or sections in the text can be marked as codes and assigned to a category using color backgrounds. The steps of dimensioning and lexical analysis may be performed in support of the coding processes to achieve further saturation and density of a theory. The programme, therefore, uses some more diagrams and color illustrations. These two steps are explained in Chapter 6. Axial coding reassembles the data in a new way, taking advantage of the insights gained from open coding. But there is no special tool of the programme for it. Selective coding works like open coding with Maxqda and uses the previously performed steps. The difference to open coding is that only the phenomenon of the axial coding is defined as a core category and all other existing categories and sub-categories are arranged around that core category. In the process, codes can be reformed and assigned to new subcategories. This results in a new code system. The evaluation of the steps is shown in chapter 6.

CHAPTER 6 ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis of the individual interviews and the group discussion data by the grounded theory, described in section 5.1.3. The following steps are carried out: open coding, dimensioning by weights, lexical analysis, axial coding and selective coding, using MAXQDA. To ensure the anonymity of all participants, all mentioned names were changed. The following quotes from the interviews with a translator are not formulated in the first person, because the translator used the third person.

6.1 PRELIMINARY RESULTS OF THE INTERVIEWS

Before the discussion group with the counsellors, the interviews had to be evaluated. The interviews were reviewed systematically and interesting, important or outstanding aspects summarized in a table. All topics from the individual interviews were considered. Because the overview would be too big for this dissertation, it focused on the most important topics which were included in the guideline. The first part of the individual interviews on the personal aspects was not included in the guide as it was not considered relevant for the counsellors.

In the section on the CP, it was mentioned in the interviews that the participants became aware of the CP in different ways. This also resulted in different expectations of the results among the participants. An over-ambitious expectation was, for example, the goal to get a job directly after the CP. The personal impact of the CP showed that, primarily, self-confidence was increased and competencies revealed. Participants also mentioned that they acquired additional skills after the CP, which is why they wanted to add them to the CP. It seemed, for some users, that the folder of the CP was the bearer of their competencies. It was, therefore, not clear to what extent the participants understood that they themselves are owners and actors of their competencies. Furthermore, it was noticed that the participants had to speak very openly about their lives in order to determine their competencies. Therefore, they had to have a good relationship with the counsellors. Because the counselling process was unknown in Bosnian society, and the attitude of the citizens in terms of competency assessment, such as the CP, was conservative, they did not have a good opinion of the CP. So, the CP was stigmatised by the citizens. This, in turn, prevented some people from using the CP. Another aspect is that some participants were unable to discover new competences on their own after the CP. They still needed a counsellor to do so. Some participants, therefore, still

wanted to define competences with their counsellors after the CP. This would mean that self-reflection was not increased by the CP.

In terms of employment, participants said that they were better able to present themselves through the CP in job interviews, but mostly they did not receive any feedback about the CP from the employers. In a few cases, private companies responded favourably to the CP, whereas the public sector was not interested in the competences discovered by the CP. For this reason, only some participants used the CP for their applications. As a further aspect, it became apparent that the participants had developed some goals for their future working life, partly with the help of the CP. It was, therefore, also suggested by a user that there ought to be a meeting of graduates to discuss their progress and experiences after the CP. It was noted, with regard to self-employment, that the bureaucracy for the registration was criticized because it was an obstacle for everyone in the beginning.

The labour market was perceived differently by the interviewees. The most common statement, however, was that the economy in BiH was in a bad state and, as a result, there were only a few jobs. One participant, therefore, called the market an “unwelcoming place”.

For the further evaluation of the data, the group discussion by the counsellors with the individual interviews was analysed together with the same coding procedures.

6.2 OPEN CODING

For open coding, it had to be determined whether the individual interviews were evaluated separately from the group discussion. Since, as was described in the section above, the basis of the guideline for the group discussion was the content of the individual interviews, it became clear, when checking through the group discussion, that the statements could be sorted into the formed categories of the individual interviews. This made a separate evaluation redundant. In addition, there was the opportunity of capturing interesting aspects in a new category, as shown by the example of abductive reasoning.

6.2.1 First run of open coding

From the nine individual interviews and the one group discussion, different categories have emerged through the deductive, inductive and abductive processes. A total of 640 codings were set, and these were assigned to 28 sub-categories and four main categories. Mostly, the categories resulted from the theory-led topics of the interview guide

and were extended by inductive coding. The following main categories have emerged from this:

1. Personal Preconditions;
2. CP Process and Effects;
3. Employment; and
4. Labour Market.

The names of the categories and sub-categories were adjusted in the course of the coding process so that the sub-categories matched the generic term. The programme MAXQDA also made it easy to set memos and, thereby, make comments on text. These helped with the repeated run of open coding as a reminder and served with further considerations. An example is the memo for the sub-category "CP Personal Support/Output":

CP Personal Support

User, 18.08.2018 17:33 ■

Includes questions of self-confidence, encouraging.

Could be sub-divided into: positive, negative, neutral

6.2.2 Second run of open coding with dimensioning

During the second run of open coding, the categories of the first run were reviewed, changed and reassembled. All codes were checked and reassigned if necessary. Codes were deleted or summarized, and new codes and sub-categories were created. The interviews were checked until all codes were compared with the newly-created sub-categories. The main categories did not change. A third level of categories was, however, created in which sub-categories were sub-divided again. After the second run of open coding, there were still four main categories. These main categories have been assigned 29 sub-categories and a total of 641 codings. The code system looked like this (Figure 6.1):

▼ Codesystem	641
▼ Personal preconditions	0
Dream Job	19
Own Abilities	15
Family Education/Employment	10
Job Expectations	29
Personal Education	37
▼ CP Process and Effects	0
CP Participation	17
▼ CP Expectations/Motivation	0
Motivation	14
Fulfilment of Expectations	8
Expectations	13
▼ CP Personal Support/Outcome	0
Self-confidence/self-estee...	20
Competence Realization	32
Process of Awareness Raising	33
CP Opinion/Recommendation	43
Sustainability of outcomes	17
▼ Counselling	0
Normal counsellor	20
Familiar counsellor	9
Counselling Process	33
Relevance of Parts	10
Further Steps/Objectives	12
Suggestions for CP	10
Further CP Organization	6
▼ Employment	0
Steps after CP	14
Self-Employment	28
Gouvernement/Regulations	8
Future Steps	18
Employers Response	22
▼ Support by Contacts	0
Certain Connections	7
Internet	2
Friends	6
Family	4
Counsellor	4
Application Process	18
Setback	8
Change in Employment status	11
▼ Labour Market	0
General mindset	7
Perception of own Profession	20
Attitude to Employment	15
General Job Possibility	14
Personal Experience	28

Figure 6.1: Codesystem after second run of open coding

Furthermore, the dimensioning was done using "weights". On a scale of 0 to 100 criteria of weighting could be determined according to which the codes should be ranked. The codes were then weighted by number. This was required for the categories where many codes existed or different statements should be classified within a topic. In the

following two interesting examples, the sub-categories “Fulfilment of Expectations” and “Self-confidence/Self-esteem raising” are shown with their respective levels of significance:

Fulfilment of Expectations:

- 100 exceeded;
- 70 fulfilled;
- 30 partly fulfilled; and
- 10 not fulfilled.

Self-confidence/Self-esteem raising:

- 100 helped; and
- 0 no influence.

As an example, one weighting of each level of the sub-category “Fulfilment of Expectations” in combination with a coding is presented in the following:

Document: Interview 1 Nermina

Weight: 100

Position: 46 - 46

Code: CP Process and Effects\CP Expectations/Motivation\Fulfilment of Expectations

N: The expectations were met. More so than she hoped for.

Document: Interview 2 Nazima

Weight: 70

Position: 42 - 42

Code: CP Process and Effects\CP Expectations/Motivation\Fulfilment of Expectations

N: The competencies do help, firstly, for applying for a job, and then, secondly, as it was mentioned before just see where she stands. [I: Ja.] To see what are her competencies and just to know what she can or can't do.

Document: Interview 3 Bahira

Weight: 30

Position: 26 - 26

Code: CP Process and Effects\CP Expectations/Motivation\Fulfilment of Expectations

B: So, she did not get a job. But she actually had the opportunity to realize who she was. She built this sort of self-awareness. She found out who she was as a person and even [though] there was no job, she actually knows where she stands, because someone else told her what she [...] could or couldn't do, because she has a problem with self-criticism. And she couldn't say for sure what she was good at compared to other people. And the whole process actually boosted her self-confidence.

Document: Group Discussion

Weight: 10

Position: 38 - 38

Code: CP Process and Effects\CP Expectations/Motivation\Fulfilment of Expectations

E: Before they actually start the interview, the person who is being interviewed always has to specify why [he/she] want[s] to fill [his/her] passport. So, counsellors are not necessarily magicians; they can't know. So, for example, a person says [he/she] want to only fill the passport in order to get a job. That's almost impossible, because that's not what it's for. It's only [for your] self-awareness to identify [your] competencies.

6.2.3 Summary of open coding and dimensioning

The important contents of the main categories are explained below.

Personal preconditions

The category "personal preconditions" summarizes the areas of the interviews dealing with the dream job, abilities, family education and employment, work expectancy and personal education. All interviews had in common that those interviewed wanted a job that was appropriate for them. The expectations for a job were similar. These ranged from a sufficient wage over nice work colleagues to a good relationship with the employer.

H: In general, decent working hours, nice wage, you know, that goes with the standard. (Interview 4 Hrustan, pos. 14)

N: So, a good working place is a place where she can express her competencies and her abilities. (Interview 1 Nermina, pos. 10)

Some also mentioned that it was important for them to be able to contribute their skills. All interviewees had studied at university or college, or were still studying. The level of education was not dependent on the family education, because some family members had completed university and some did vocational training.

CP Process and Effects

The category about the process and the effects of the CP included the topics that were directly related to the counselling process and the folder. Firstly, this includes how and why the participants started the CP. The participants became aware of the CP through different types of advertising. It was most common that acquaintances had recommended the CP to them or they had come to know about the CP via organisations which helped unemployed people. The motivation to use the CP was mostly often answered by the desire to get to know themselves and their competences better and to have them documented.

N: And she decided to complete the Competency Passport more so for herself to get to know herself as a person, to realize what she is capable of and her competencies. (Interview 2 Nazima, pos. 16)

Some also stated that they started the CP only because they were unemployed.

H: I was unemployed. And I was [in a] situation where I figured why not try something. (Interview 4 Hrustan, pos. 40)

In the sub-category "Fulfilment of Expectations", as well as in "Self-confidence/self-esteem raising", dimensioning was used. Dimensioning helped in the two sub-categories to clarify and investigate differences in participants' statements. Table 6.1 shows the results of dimensioning the two sub-categories.

Participants who had expectations of the CP were at least partially or more fulfilled. Four participants did not give feedback about the fulfilment of their expectations. Because it emerged from the interviews that everyone could benefit from the counselling process in different ways, at least everyone's opinion was positive about the CP. All interviewees would recommend the CP to other people.

N: She will recommend it to everyone, to actually think about themselves, their own capacities and abilities. (Interview 1 Nermina, pos. 82)

Although the CP helped all participants to discover competencies, the CP did not strengthen self-confidence for all participants. Two interviewees have defined themselves as self-confident even without the CP. For all the others, the CP contributed to a little, or even a lot of, self-confidence.

A: Well, it was a booster. Like big booster. (Interview 9 – Azra, pos. 32)

Table 6.1: Results of Dimensioning

Interview	Fulfilment of Expectations	Self-confidence/Self-esteem raising
1 - Nermina	100	100
2 - Nazima	70	0
3 - Bahira	30	100
4 - Hrustan	-	100
5 – Zarima	-	100
6 - Berina	-	0
7 - Anida	100	100
8 – Amila	30	100
9 - Azra	-	100

It becomes obvious that the counselling process, which consisted of intensive discussions with the counsellor, was the decisive tool for achieving the outcomes. All interviewees found the cooperation with the counsellors to be good. Some users had the advantage of dealing with well-known counsellors from their surroundings, through whom they could, according to their statement, consider their personal life even more deeply.

B: So maybe this wouldn't have turned out as good, if they didn't know each other. (Interview 3 Bahira, pos. 42)

Also, some of the interviewees were able to plan steps and objectives for their future through the counselling. This included new work areas, but also new hobbies. The participants also gave suggestions about how the CP could be improved.

A: She actually thought that would be good that there is a part in this whole process, if you actually have certain idea and you would like to realise that you go through it with your mentor and you work it through. (Interview 7 Anida, pos. 177)

An interesting aspect was the further organization of the CP after completion of the GIZ project. Some counsellors founded an organization called SKILLS to further

coordinate the organization of the CP, with its public relations as well. Two of these counsellors were participants in the group discussion.

Employment

The category "Employment" was formed because the interviews also dealt with the steps of the participants and the limitations in the area of employment after the CP. A reaction from participants to the CP was that they applied for jobs.

N: She set certain steps in order to get a job. (Interview 1 Nermina, pos. 92)

Because some participants were already in the application process, the CP was not the catalyst for that, but the CP was able partially to help in this phase.

A: It [was] the same steps, but what was different. I applied where I would never have applied without the passport. (Interview 8 Amila, pos. 78, translation from German)

A: Well, it was [effective], because it gave me, I told this before, self-confidence to do these things, because I could never accept to be a tourist guide for American tourists before. (Interview 7 Anida, pos. 99)

An essential aspect in the area of employment was self-employment. All interviewees saw self-employment either as a dream in their lives or one they had already realized. An interviewee was already self-employed and two further interviewees were motivated by the CP to try out their self-employment. The reason for the self-employment is described by an interviewee as follows:

Z: So, she wanted to have her own business in order to be able to, you know, do everything in the way she wants to do. (Interview 5 Zarima, pos. 74)

Other participants set themselves the future objective of getting a better job or at least becoming employed. Asked about her future steps, an interviewee said:

N: Personal and professional growth. She wants to excel, be upgraded or find another job. (Interview 1 Nermina, pos. 126)

The CP has, thus, influenced the motivation of some users for further steps in employment. The CP was also used by the interviewees for the applications to communicate their competencies to the employer. In some cases, this was, however, not possible or the employer gave no feedback about the CP.

B: Employers don't really ahm pay attention to the passport; when you give them the Competency Passport they usually just skip it. (Interview 3 Bahira, pos. 56)

The CP had an influence on the interviews to the extent that some participants were better able to present themselves to the employers. Since the application process took longer for some interviewees, they also suffered setbacks.

For example, an interviewee was better qualified for a job than her competitors, but she was not chosen because, in her opinion, personal relationships influenced the decision of the employer.

A: Last year, I had really bad experience, because I was working in my school for two years. And it was really hard. I was trying to stay at that school, [... but] they choose another girl. (Interview 7 Anida, pos. 101)

Other interviewees also felt that it is very important in BiH to have personal contacts with employers.

B: In Bosnia Hercegovina things only run a certain way. You either have a connection to find a job or you don't have a connection to find a job. (Interview 3 Bahira, pos. 58)

After all, at the time of the interviews, two interviewees had no job, with one person doing part-time work. Only one participant explicitly said that he got the job through contacts. However, six participants mentioned that they are not working in the profession they really want.

Labour Market

One part of the interviews dealt with the topic of the labour market in BiH. It turned out that the interviewees had had different experiences with regard to the job market. These included poor wages, difficult working conditions, but also positive experiences.

H: It was fulltime. It was six days a week. All Sundays free. Ah 250€ pay check. Really shitty. Like pretty shitty conditions you know. Sitting every day long. You know. (Interview 4 Hrustan, pos. 80)

A: I was working as a tourist guide. It was also very interesting for me. (Interview 7 Anida, pos. 96)

The perception of their own profession in the job market in BiH was shaped through their own experiences and experiences of other people from their surroundings. Most of the interviewees saw few opportunities for their profession, e.g. historian or lawyer. The general situation of the economy was also presented negatively by the interviewees, which means that only a few jobs were available.

N: So, there aren't many positions to work in. [...] The industry isn't actually really strong. (Interview 1 Nermina, pos. 146)

One of the few positive examples of the economy was the IT sector, such as graphic design. The area of law and medicine were also mentioned as positive areas. It, however, required a high degree of specialization for the latter two, which, in turn, made it difficult for workers to find a job there.

In all the interviews it was striking that the interviewees were motivated to work and had a positive attitude towards work. To ensure their livelihood, most of the interviewees would also have been working outside their profession if basic conditions such as wages had been appropriate.

B: She would work in another field, other sectors. But, you know, she wouldn't let herself work a miserable job for a minimum wage for example. (Interview 3 Bahira, pos. 72)

Finally, the interviews revealed that people in BiH had a distinctive mind-set. On the one hand, the interviewees had the opinion that people in BiH were more skeptical about new things.

A: People live here in a shell and they are really scared to do something new. They do not want to do anything if that does not help them. (Interview 8 Amila, pos. 56)

On the other hand, the interviewees believed that the older generation of Bosnians preferred a secure job in the public sector and were, therefore, considered sluggish.

S: [The] Bosnian dream is to have this safe job in the public sector. Like, one of those boring jobs. You don't have to do much. But you have a safe job. You have [a] safe pay check. And, I don't know. Vacations and everything. And that's the dream for the generation of our parents. But for us that's not the same. (Interview 7 Anida, pos. 149)

6.2.4 Further analysis

The lexical analysis included various tools and served as an overview of key terms and links between categories. The programme MAXQDA could be used to display the frequency of terms in the interviews. This lexical search could help to point to important aspects. It had, however, to be considered that the search function of the programme made no difference to the meaning of words. All words with the same spelling were counted. The occurrence of a word could, thus, not guarantee the existence of a phenomenon (Kuckartz 2005:130–131). This reduced the significance and the lexical search could serve as additional help only. In the following, an overview of key words of the interviews was given, and this was helpful for further investigations of axial coding. Nouns and verbs were considered. In addition, in interview 8, which was conducted in German, the respective German word was counted. Only the statements of the interviewees and not those of the interviewer were counted.

The following table shows the results of the topic "competence".

Table 6.2: Lexical analysis: Competence

Term	Frequency in the individual interviews	Frequency in the group discussion
Competence	31	1
Self-confidence	8	0
Self-esteem	6	5
Encouragement	5	2
Skill	40	4
Ability	3	5
aware	17	7

The following table shows the results of the topic "employment".

Table 6.3: Lexical analysis: Employment

Term	Frequency in the individual interviews	Frequency in the group discussion
Employment	15	2
Work/working	270	19
Employer	27	6
Application	40	0
Job	212	10

The following table shows the results of the topic "counselling".

Table 6.4: Lexical analysis: Counselling

Term	Frequency in the individual interviews	Frequency in the group discussion
Counselling	1	17
Counsellor	34	41
Objective	3	0
Goal	13	24
Step	18	2

The topic “counselling“ shows that the words “counselling“, “counsellor“ and “goal“ were used more in the group discussion. In contrast, the word "step" and "objective" was used almost exclusively in individual interviews. To make use of the connections between the words in the following section, two tools are introduced that show the links and intersections of categories and codes, as well as the frequency of codes in interviews.

Code-Matrix-Browser

The Code Matrix Browser of MAXQDA provides an overview of how often codes of a particular category occur in an interview. After evaluating the interviews, the following categories were the most distinctive by the frequency of the individual interviews:

Table 6.5: Distinctive categories by frequency

Interview	Category
1 - Nermina	Competence Realisation
2 – Nazima	Competence Realisation and Application Process
3 - Bahira	CP Opinion/Recommendation
4 - Hrustan	CP Opinion/Recommendation
5 - Zarima	Self-Employment
6 – Berina	Self-Employment and Personal Education
7 – Anida	Personal Experience
8 - Amila	Personal Experience
9 - Azra	Job Expectation
Group Discussion	Counselling Process

Code-Relation-Browser

The Code Relation Browser displays the intersections of categories. The programme MAXQDA uses a matrix that displays all categories and sub-categories on the left and at the top. At the intersection, the size of a square represents the frequency of intersecting categories. Because the representation was too large, Figure 6.2 shows only one interesting section of the code-relation-browser.

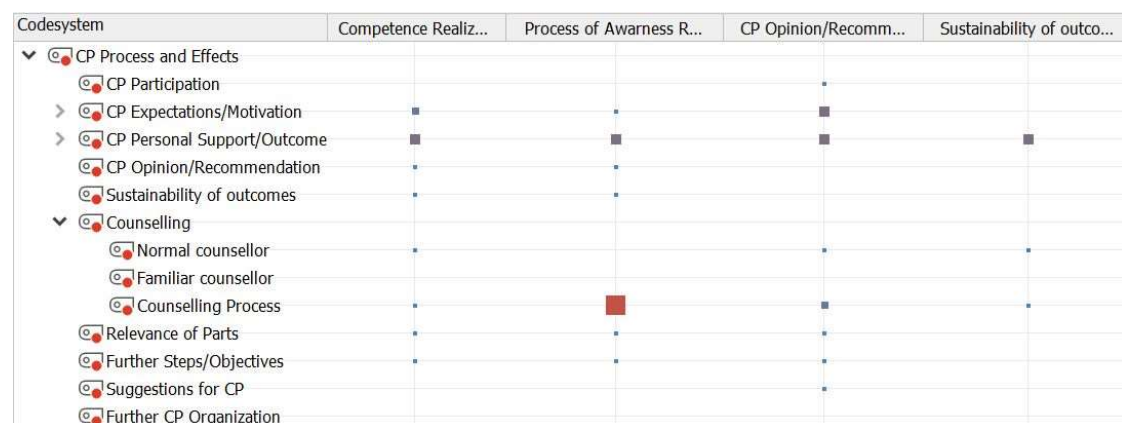


Figure 6.2: Code-Relation-Browser after Open Coding

There was a conspicuous relationship between the categories "process of awareness raising" and "counselling process". The awareness of abilities or competencies, thus, had a connection with the counselling process according to the intersections. In addition, the categories "dream job" and "personal education" had the second most frequent

intersections. The intersecting codes showed two different directions. On the one hand, for some users the dream job had changed and their education went in a different direction and, on the other, through education the dream job was also aimed at.

The previously collected hints were considered in the further coding processes.

6.3 AXIAL CODING

After two rounds of open coding, axial coding followed. The codes were linked across categories and correlated. The goal was to gain further insights from the data and to find links between the categories. The coding paradigm was used for this, as described in section 5.1.4. In a simplified representation, these were the following steps: phenomenon, context, causal conditions, intervening conditions, action strategies and consequences. Each interview was processed by these aspects. The category "Personal Support/Outcome" offered itself as a phenomenon, since it mainly clarified the success and limitations of the CP. In all interviews, several codes could be assigned to this category. The context mostly included the motivation and the expectations of the users in relation to the CP. The causal conditions for the phenomenon were, above all, the counselling process, which was necessary for achieving personal support and the outcome. Intervening conditions that affected the phenomenon and had an impact on employment, were primarily people's attitudes, the employer's response and job opportunities. In response to the phenomenon, the interviewees developed the strategies to find employment or to develop goals for the future. The consequences of the strategies included: trying out self-employment; changing of employment status; or implementing intended goals. In the group discussion, where the category "Personal Support/Outcome" did not turn out to be as important, the "Counselling Process" was selected as a phenomenon. A table for each interview should help to assign the respective categories in an overview to the coding paradigms. Thereafter, the different categories were explained.

6.3.1 Interview 1: Nermina

Table 6.6 gives an overview of the axial coding of the interview with Nermina.

Table 6.6: Overview of Axial Coding of Interview 1: Nermina

Coding paradigm	Sub-category	Content
Phenomenon	CP Personal Support/Outcome	She realized competencies and became self-confident.
Context	CP Expectations/Motivation	Reviews of the CP motivated her to participate.
Causal conditions	Process of awareness raising/ Counselling/ Counselling process	The process of self-reflection made her aware of the competences. The counselling process was the trigger for that.
Intervening conditions	Employers Respond	She didn't get any feedback from the employers to the CP.
Strategies	Steps after CP Application Process	She applied for jobs and attached the result of the CP.
Consequences	Change in Employment status	The CP helped her to present herself better and she got a job.

Phenomenon: The personal support of the CP for Nermina is expressed in the fact that she has become aware of some competences and, at the same time, she has been able to increase her self-confidence.

N: The Competency Passport helped her realize her competencies and boosted her self-esteem because she did something, because she could do something she wasn't aware of she could do earlier. (Interview 1 Nermina, pos. 50)

Through the CP, she has also adapted her thinking as she now thinks about what she's doing and how it benefits her later. Previously, she did things only because she thought she had to do them. As an example, organizing is a realized competence.

Context: The phenomenon “competence realization” is for Nermina in the context of the motivation with which she started the CP. Since she was unemployed after graduation, she wanted to add more things to her CV. Through the reviews of other participants, she was encouraged to use the counselling of the CP, as some have found a job afterwards. She, however, also says:

She just expected to be able to organize and display her competencies and abilities. She didn't really have any other expectations or wishes. (Interview 1 Nermina, pos. 44)

Causal Condition: In the interview with Nermina it becomes clear that the counselling process contributed to the realization of competences. This was for her like a process of raising awareness. Through self-reflection, she has become aware of activities she has done before.

Intervening conditions: The effects of competence realization were limited by the fact that Nermina did not receive any feedback from employers on the competencies discovered during the counselling process. She could not, therefore, gain experience of how useful these skills are in the labour market.

Strategies: Through the skills she has acquired, Nermina was encouraged to present them to employers:

She set certain steps in order to get a job. She actively worked on them and when meeting with the employer, she actually presented all the competencies that she had [acquired]. (Interview 1 Nermina, pos. 92)

Although she did not receive any feedback from employers, she used the skills she had acquired to get a job. She has, therefore, applied in various places.

Consequences: As a result of her efforts, she was able to start a job. She is, however, over-qualified for her current job and does not work in her profession. She is uncertain about the extent to which the CP influenced the change of employment:

So, she is not entirely sure, if the Passport, the Competency Passport changed the situation. But she did become more aware [and] she presented herself a little better. (Interview 1 Nermina, pos. 100)

Even though she does not know what skills were crucial to the employer, she perceived herself as better able to present herself. In addition, she sees her experience as helpful, because it can thereby acquire more skills.

6.3.2 Interview 2: Nazima

Table 6.7 gives an overview of the axial coding of the interview with Nazima.

Table 6.7: Overview of Axial Coding of Interview 2: Nazima

Coding paradigm	Sub-category	Content
Phenomenon	CP Personal Support/Outcome	The CP helped her to remind herself of, and realise, her competencies.
Context	CP Expectations/Motivation	She wanted to get to know herself as a person, to realize what she is capable of and her competencies.
Causal conditions	Counselling	Through the counselling process she reflected her competencies. She was delighted by her counsellor.
Intervening conditions	Support by Contacts Sustainability of Outcomes	She got help for the application process from her friends and family members. Later on, she realized some other competencies.
Strategies	Application Process	She applied for jobs without the CP, owing to the fact that the employers did not require the CP.
Consequences	Future Steps	She also planned to study economics, if she didn't get a job in the next few months.

Phenomenon: The counselling process helped her to be aware of some skills. Although she said that the process of the CP has not changed her self-confidence, she was amazed at how many job requirements she was able to fulfil with her competencies. Instead of new competences, she became aware of already existing competences:

N: She realised a lot of things. She found a lot of competencies. And while she was aware in the back of her mind that those things were there, she didn't necessarily realise that they were actual competencies. (Interview 2 Nazima, pos. 34)

N: So, the Passport helped in terms of remembering certain things that she did before. (Interview 2 Nazima, pos. 32)

For example, helpfulness has great importance in her life. Based on these experiences, she sees the meetings with her counsellor as meaningful.

Context: Her incentive to go through the process of the CP was

to get to know herself as a person, to realize what she is capable of and her competencies. (Interview 2 Nazima, pos. 16)

This helped her to finish the process with the counsellor because she was able to get a job during that time. Being employed, she had less time and the process lasted over a year.

Causal Conditions: For Nazima, the counselling process is decisive for the output of the CP. Without her counsellor she thinks the process would not have been so fruitful. Through some stories from her life, which she told her counsellor, they have uncovered competencies. By finding comparable situations in her life where these competencies occurred, she was able to determine the degree of the competence.

Intervening conditions: The effects of the CP have not changed over time because she is still aware of her competences. This has also sustained her attitude to find a job in her profession. She was supported by her social contacts, which helped her looking for a job:

N: And as ah recently, when she quit her last job, people have started helping her more intensively. So, her close friends, her boyfriend, her parents started actively searching for jobs for her. (Interview 2 Nazima, pos. 66)

At the time of the interview, she also waited for an answer from her professor, as to whether a job would be possible at his institute which also corresponded to her profession.

Strategies: Nazima considers her competencies suitable for many jobs:

N: The competencies do help firstly for applying for a job. (Interview 2 Nazima, pos. 42)

Nevertheless, she does not see the CP as necessary for a job for which she had no special training:

N: So, she didn't need the Passport to have the courage to apply for something she [hadn't] necessarily studied for. (Interview 2 Nazima, pos. 58)

After all, she doesn't use the CP for her applications because employers ask for a CV and motivational letter only. She also says that employers think that:

the competencies them self, ah themselves, didn't often matter as much as work experience. (Interview 2 Nazima, pos. 64)

Nevertheless, the discovered competencies show effects:

N: She never attached the Passport to any applications. She has applied for numerous jobs. And it felt good to know that she possessed some of the qualities that were required for the job. (Interview 2 Nazima, pos. 60)

Consequences: Nazima found a job in the course of the CP, which she gave up because of disagreements with her employer. Since then, the application process has not yet been successful. She is, however, motivated to find a job or to try something different and this can be seen in her planned steps. If she cannot find a job, she has set herself a limit, after which she will make up for a certified degree in economics, as she sees better job opportunities there.

6.3.3 Interview 3: Bahira

Table 6.8 gives an overview of the axial coding of the interview with Bahira.

Phenomenon: The counselling showed various results for Bahira. On the one hand, she was able to name her competences more clearly and she realized that she does some of her hobbies to a high quality, like cake baking. Since she cannot handle self-criticism well, the counselling helped her with that. This allowed her to understand more effectively which competencies she owns and which not. On the other hand, the process has helped in that:

B: She actually had the opportunity to realize who she was. She built this sort of self-awareness. She found out who she was as a person. (Interview 3 Bahira, pos. 26)

Furthermore, she was encouraged by the process of counselling:

B: And the whole process actually boosted her self-confidence. (Interview 3 Bahira, pos. 26)

As a result, she was able to overcome fears:

B: So, there is no more fear at the unknown. (Interview 3 Bahira, pos. 36)

Table 6.8: Overview of Axial Coding of Interview 3: Bahira

Coding paradigm	Sub-category	Content
Phenomenon	CP Personal Support/Outcome	She could realise her competencies more effectively; Counselling process boosted her self-confidence.
Context	CP Expectations/Motivation	Her motivation was to get to know more about herself as a person.
Causal conditions	Process of awareness raising	Counselling process helped her to increase her awareness of her competencies through talking and documenting.
Intervening conditions	Counselling	The counsellor was a friend of hers which is why she had such personal conversations.
Strategies	Application Process	Because the CP became a part of her biography, she attached the CP to every application.
Consequences	Future Steps/Objectives	Her goal was to find a job, which was supported by the CP.

Context: At the beginning, she was not directly aware of the effects of the CP, but she wanted to know more about herself as a person. Nevertheless, she has gone through the pass completely, although she was sceptical about the CP at the beginning. Because a friend persuaded her as a test person to participate, her initial retiring attitude was triggered.

B: The counsellor believed that she would be a good example for how the Competency Passport should be done, because there is certain stigma surrounding it, here in Bosnia. It's not well received. It's just a project that people, you know, want to get rid of, you know, just to say that they kind of finished the project. It's not something that's supported like it should be, because it's something that allows you to see who you are. And people don't see in that way. They see it as some foreign thing. There is a lot of commotion about it when there shouldn't be. (Interview 3 Bahira, pos. 22)

Her motivation to start the CP was that she wanted to help her friend develop her counselling skills and, secondly,

because the paper itself, like the finished product, is actually really well made. And it's a sort of a biography, because it is - it actually says, like everything upon a certain person. (Interview 3 Bahira, pos. 24)

Causal Conditions: The trigger for the competence realization of Bahira was the process of raising awareness during the counselling. She just talked about herself and wrote down everything.

B: They started from her childhood and went through everything to date. They talked about literally everything. Her hobbies, how she absorbs knowledge. What she did. What happened. And through this conversation they actually managed to fill her passport. (Interview 3 Bahira, pos. 40)

Intervening Conditions: The motivation to apply for some jobs was influenced by her friend who was her counsellor.

B: The best thing about it was that her counsellor was actually her friend. So, the conversations with her counsellor were always very personal. (Interview 3 Bahira, pos. 40)

As a result, she thinks less that the process was merely an obligation, but instead sees it more as a pleasant conversation. It was easier for her to talk openly about all issues with a friend than with someone unknown. She also found it beneficial that her friend knew many aspects of her life and was able to address her skills in those areas. These facts contributed in that she perceived the process as a part of her biography and that is why she attached the CP to every application.

Strategies: The encouragement she received from the CP and the discovered competences have made her add the end paper of the CP to every application:

B: It influenced her so much that she- [...] Whenever she sends out an application for a job, she always, you know, staples the- her Competency Passport with it. It's part of her biography. It's a part of her CV. Always, it's in every application, because she believes that it's- the primary focus of the passport should be you know, go with the application, because it has a lot to say about you. (Interview 3 Bahira, pos. 54)

Consequences: Her motivation to find a job is supported by the strategy always to attach the CP to the application. She is convinced that the CP has helped her set the goal of finding a job. She thinks that she has been unsuccessful in finding a job owing to missing suitable contacts. Her opinion is that most people in BiH need a contact to get a job.

6.3.4 Interview 4: Hrustan

Table 6.9 gives an overview of the axial coding of the interview with Hrustan.

Phenomenon: Whether the process has had an impact on him, Hrustan just does not answer directly.

H: I mean, I helped myself to be honest. You know. It's a nice tool, but it's just a tool. It didn't change my life. (Interview 4 Hrustan, pos. 52)

Above all, he speaks in his statements about his opinion of the CP, even if asked about his personal benefits. He has developed a positive opinion of the CP.

H: Maybe, maybe it's good like self-evaluation tool. [I: Mhm (affirmative).] Yes, yes. I would- It's not something that is crucial. It's not something that is gonna change your life. But as a helping tool. Ahm, yeah. It's a good, good insight in your situation in general, you know. (Interview 4 Hrustan, pos. 46)

In the end, owing to his positive attitude toward the CP he considers the personal impact and talks about benefiting from the CP:

H: Like for example, I did realize that I can, like I'm a good mediator. And I can, you know, I can kind of- so that's that kind helped me. You know, and it's a good- that's a good thing in the passport. You can kind of - You see your qualities. So ja, like teamwork, going out, like not sitting, not being static. [I: Mhm (affirmative). Ja.] But like walking around. [I: Flexible?] Flexibility and also the things that kind of help me to realize: Hey I'm not supposed to be on office. I'm not that kind of guy. And I should be walking around or doing something. (Interview 4 Hrustan, pos. 90)

Table 6.9: Overview of Axial Coding of Interview 4: Hrustan

Coding paradigm	Sub-category	Content
Phenomenon	CP Personal Support/Outcome CP Opinion	Hrustan discovered some competencies, and this was like a self-evaluation for him. His opinion about the CP was, therefore, characterized very positively.
Context	CP Expectations/ Motivation	His only motivation to do the CP was that he was unemployed. He did it like an experiment.
Causal conditions	Counselling	The counselling process was important for Hrustan to complete the CP, because it gave him the necessary support.
Intervening conditions	Personal Experience	Hrustan was not able to find a job that was better paid, even though he was aware of his competencies. That is why he thought that the CP cannot change life.
Strategies	Steps after CP	The CP affected his decision to quit his job. After that he applied for and got another job.
Consequences	Support by Contacts	Because of some negative experiences in employment, he came to the opinion that it is necessary to know certain people to get a reasonable job.

Hrustan repeats several times during the interview that he sees the CP as a very good tool and calls it progressive. He says about the effect of the CP:

H: I think it's a more of a psychological tool than it is ah like a practical. (Interview 4 Hrustan, pos. 66)

Context: He did the CP only because he was unemployed at the time. His sister recommended him to a counsellor of the CP. The CP was for him more of an experiment. When asked about his expectations at the CP, he says he had none.

Causal Conditions: Hrustan sees the counselling as very important tool to help finish the entire process of the CP, because for him it was sometimes very bureaucratic, like filling out a form. He even had difficulty in completing the process with a counsellor, though he considered his counsellor to be competent.

H: You do need someone, because maybe some tasks for motivation. Definitely for explanations and something like that. (Interview 4 Hrustan, pos. 76)

The counselling process was, therefore, for him the main way of getting an output from the CP.

Intervening conditions: His opinion about the CP was influenced by his personal experience. Through his jobs, he gained experience with low pay. Being aware of some competences and yet unable to find work that is reasonably paid, he thought the CP could not change one's life.

Strategies: After the CP, Hrustan's first step was to quit his job. The CP was not directly the reason but it affected the decision.

H: But it kind of made me, because I wasn't really happy at that job. I wasn't happy at all. So that's- So it wasn't really the passport, wasn't the reason why. It was just like it cumulated with. And maybe the passport kind of helped me to see that that job was not for me. (Interview 4 Hrustan, pos. 78)

After that step, he applied for another job and was able to start a job as a tourist guide.

Furthermore, because of his experiences with the CP, he recommends the CP to anyone who is unemployed:

H: I would say this. Like, if you don't have anything to do in your life, definitely do it. (Interview 4 Hrustan, pos. 54)

H: I mean it's a positive thing. It is. Not for someone who works, (noisy) it's for someone who just lays around. Like go for it. It can help. (Interview 4 Hrustan, pos. 144)

Consequences: He concludes that, in his opinion, you need influential contacts to get a job. He mentions corruption only marginally, but also legal contacts.

H: I think that's in every society of the world, you do need to know influential people. [I: Ja.] A lobby for yourself to- so they can see like you are competent. If you are an idiot and sit at home, nobody is gonna knock on your door and say: Here is the job, you know. [I: OK.] So, yes. You do know- you do have to know people and people have to know about you. And to get a higher job, to get- If you're talking about corruption: Yes, there is also that in the society. So, [I: OK.] it depends what you are asking. I would say yes, but it's a broad answer. It's not just like yes, everything is corrupt. No. You do have to know people. It's not necessarily ahm- should I say socialise something. Like, you are my friend. I'm gonna employ you. (Interview 4 Hrustan, pos. 116)

6.3.5 Interview 5: Zarima

Table 6.10 gives an overview of the axial coding of the interview with Zarima.

Phenomenon: Zarima was strengthened by the CP especially in her self-esteem.

Z: It actually helped bringing back her self-esteem. And she felt, like she was where she should have been ten years ago. So, you know, it really boosted her self-esteem. And actually, throughout the whole process the conversations with her counsellor where very good. They had like this mutual energy. It was really, you know - It was a good experience to go through. (Interview 5 Zarima, pos. 34)

She was also strengthened in her decisions and, thus, knows better what she wants. Her self-confidence was also influenced, so that she is more aware of encounters and situations. This change has also helped her see things more realistically. She also rediscovered the skills she had acquired in the past.

Context: She started the CP without any expectations. Zarima instead had seen the counselling process as a way to meet new people. For example, with this attitude she also conducted this interview with the researcher.

Table 6.10: Overview of Axial Coding of Interview 5: Zarima

Coding paradigm	Sub-category	Content
Phenomenon	CP Personal Support/Outcome	The CP brought back and boosted her self-esteem which is why she is not afraid of new situations.
Context	CP Expectations/ Motivation	She had no expectations about the CP and saw it more as a talk with somebody.
Causal conditions	Counselling Process of Awareness raising	Through the conversation with the counsellor she recognised her competencies and what she had been able to do before.
Intervening conditions	Government/ Regulations	Because of regulations she had to do a lot of paper work for the registration of her own business. But through a special project she got support from the state.
Strategies	Personal Experience	She started her own business right after the CP because the counselling process had motivated her for that.
Consequences	Self-Employment	Through the self-employment she was able to live a “normal” life.

Causal Conditions: For Zarima, the counselling process was decisive for locating competencies:

Z: Throughout indirect conversation with her counsellor, she actually realized her competences. (Interview 5 Zarima, pos. 46)

She was reminded of situations in her past from which she was able to discover further competences. The relationship with her counsellor also contributed to this:

Z: And actually, throughout the whole process the conversations with her counsellor were very good. They had like this mutual energy. It was really, you know- It was a good experience to go through. (Interview 5 Zarima, pos. 34)

Intervening Conditions: Zarima was encouraged by the CP to pursue self-employment. There were some conditions for the registration, which came through the bureaucracy of the government. Through an opportunity of the institute for employment, she was able to get workers more cheaply and, thus, partially retrieve the effort and the costs she had to pay the government for registration.

Strategies: Through the promoted self-confidence that she had acquired in the course of the counselling process, she dared to withdraw her documents from the employment office:

Z: The first thing she did after completing the Competency Passport was picking up her papers from the institute of employment, because then she actually became a [self-]employed person. (Interview 5 Zarima, pos. 62)

That was a prerequisite to start her self-employment. To have a professional start, she signed up for a project at the employment office for self-employment.

Consequences: The consequence of the CP was that she finally dared to take the step into self-employment:

Z: So ahm, the passport itself was sort of a trigger for her to start her own business. In the mean-time she actually started making a business plan. (Interview 5 Zarima, pos. 36)

Her reaction to the gain of self-confidence owing to the CP was as she desired for Zarima:

Z: After becoming [self-]employed and starting the business she could actually, she found like she could actually run a normal life. Complete, you know. Certain obligations, certain things she wanted to do, just everything run smoothly. (Interview 5 Zarima, pos. 62)

6.3.6 Interview 6: Berina

Table 6.11 gives an overview of the axial coding of the interview with Berina.

Phenomenon: Although the process of raising awareness did not affect her self-confidence, she was able to name some competencies more consciously. She also mentioned that her results were of a high quality.

Context: Her motivation and her expectations of the CP were restrained, which related to her view of herself:

B: [She is] seeing herself as a very satisfied and in a way, successful person. She didn't think that she actually needed the process. (Interview 6 Berina, pos. 20)

She has seen the process as a tool for people who have no purpose in life. Nevertheless, she started the CP because successful women around her had shared very positive opinions about the CP:

B: They thought it was an exceptionally interesting and valuable experience that they took from the actual process. (Interview 6 Berina, pos. 20)

Table 6.11: Overview of Axial Coding of Interview 6: Berina

Coding paradigm	Sub-category	Content
Phenomenon	CP Personal Support/Outcome	Berina was able to name competencies more consciously.
Context	CP Expectations/Motivation	She thought that she didn't need the process. She used the CP only because of positive opinions about the CP of successful women.
Causal conditions	Personal Education Process of Awareness raising	Berina already acquired many skills through her formal education. She benefited, therefore, more by defining skills of everyday activities.
Intervening conditions	Counselling	Because her counsellor was a friend, she was better able to open up and to talk about personal issues.
Strategies	Further Steps/Objectives	The CP helped her to define objectives for her self-employment and how she could implement some steps for it.
Consequences	Self-Employment	A result of her objectives was that she expanded her business to clients from abroad.

Causal Conditions: Berina has a broad spectrum of education. Through her training as an educational worker, graphics designer and partly as a teacher, she has already

acquired many skills in the formal sector. The counselling process was also exciting for her for insights into other areas of her life. For example, she was better able to define competencies that she used in her family surroundings:

B: In a house with five family members was just an ordinary fact to her, because it was a part of her everyday life. But after the passport she started thinking about good management skills, good coordination skills and she also realized that she ha[s], that she could be a [delegating leader]. (Interview 6 Berina, pos. 38)

For her, it was profitable to talk about everyday and banal activities because she was most aware of her abilities in such situations. But she has not become aware of any new competences.

Intervening Conditions: The process of the CP for Berina was accompanied by a girl-friend who was her counsellor. It was an important influential aspect for her that the counsellor was a person well-known to her. She was better able to open up and talk personally about more topics. The counselling helped her get into the process and accompanied her along the way.

B: But she also thinks that if she didn't know the counsellor personally and that it will be someone she couldn't put her trust in, she probably wouldn't have opened up that much. And she maybe would have even skipped some parts of her life. (Interview 6 Berina, pos. 56)

Strategies: The CP helped her to have the courage to think about her future objectives and steps for her professional life. One of these objectives was further steps in self-employment. After the CP, she thought about concrete actions and how she could implement them.

Consequences: The consequence of her reflections was that she has further developed her self-employment. This included the fact that she could also reach clients from within the country. Previously she had customers from abroad only.

B: And Balkan is very specific when it comes to that, because people usually seek some proof that, you know, you can do what you do. So, she is actually happy to have people from here contact her as well. (Interview 6 Berina, pos. 72)

6.3.7 Interview 7: Anida

Table 6.12 gives an overview of the axial coding of the interview with Anida.

Table 6.12: Overview of Axial Coding of Interview 7: Anida

Coding paradigm	Sub-category	Content
Phenomenon	CP Personal Support/Outcome	Through the CP she recognised many competencies, which she had not considered to be skills before.
Context	CP Expectations/Motivation	She wanted to have her competencies on a document and to find out new skills.
Causal conditions	Counselling Process of Awareness raising	She became aware through the counselling process that she has more competencies than she thought she had. She had only to talk about her life and her counsellor defined new skills.
Intervening conditions	Sustainability of Outcomes Setback	Good experiences in her employment contributed so that her outcomes were sustained. But she also experienced setbacks in the application process.
Strategies	Steps after CP	After the CP she applied for different jobs and received work experience in various professions.
Consequences	Self-Employment Future Steps	She started her own business but stopped it again to be a teacher. Thereafter, she developed many ideas for her business life.

Phenomenon: Anida was able to identify many competences through the counselling process, which represents the phenomenon in her case. It is noticeable that she mentioned several times during the interview that she would not have perceived many skills herself:

A: But I didn't know that they are considered as skills. For example- [S: Skills to analyse, organizing skills. Skill to differentiate between relevant and irrelevant information.] (Interview 7 Anida, pos. 48)

She discovered and perceived both informal and non-formal competences through the process. Until then, only the certified university degree was a significant competence for her.

S: She actually thought that her only competence was the college degree. And that she was only competent to work in school. And this actually opened new horizons. She realized that's not the only competence. That competencies are actually quite wider. (Interview 7 Anida, pos. 65)

Competences also included social skills. Through the different competences they could also discover new fields in which Anida could work.

S: She realized, it opened other areas, like that she could maybe be successful as a manager or in tourism or any other area that she actually likes or feels competent to work in. (Interview 7 Anida, pos. 65)

Overall, the process gave her the courage to try out new areas she had not previously considered.

Context: Her motivation to participate in the process of the CP was that she wanted to have all her competencies documented on paper and also to find further competencies of which she was not aware before.

Intervening Conditions: When she tried a new job and was able to gain good experience in new areas, she also suffered a setback, as her employer did not give her an extension of the employment contract after the time limit. A candidate with fewer qualifications was chosen because personal relationships seemed to influence the choice of candidates.

Causal Conditions: For Anida, the counselling process was the reason why she was able to increase her awareness of her competencies. She talked to her counsellor about a lot of her life. Above all, Anida talked, and, meanwhile, the counsellor was listening and then seeing and defining competences.

S: Her role is, was to listen me. She was always listening to me. And from my experience, experiences and from the things that I was talking about, she would say, OK, you have these competencies. (Interview 7 Anida, pos. 90)

They could discover many skills that she would not have found alone. Anida was then supposed to assess herself with regard to these skills. By discussing their previous work, they were able to identify additional competencies.

Strategies: In the time after the CP, Anida attended further training. As a result, she has applied for work in various fields and tried, for example, web and mobile testing and tourist guiding. For example, being a teacher, she also took care of the children of her sister and a friend while they were working. She talks about the influence of the CP on these areas and the competences of which she is now aware:

A: Well, it was affected, because it gave me, I told this before, self-confidence to do these things, because I could never - I could never accept to be a touristic guide for American tourists before. (laughing) Because my English was really bad. And I was working on my English. I had in my head, OK, you don't afraid to do some newer things. OK. You have all those competencies. You have social skills. OK. You have skills of representing history. It could be very interesting for tourists. So, I accepted that. (Interview 7 Anida, pos. 99)

She was, thus, able to collect positive experiences in her professional life compared to her setbacks. This has further motivated her to use her extra-curricular skills.

Consequences: The consequence of her experience with her skills was that she applied to a school again. Since she has not got employment she has developed workshops and offered them at the school for some fees. This showed that she has become creative in the application of her competences through the encouraging experiences. This is also clear from the fact that she has become self-employed with the web and mobile testing and the workshops.

A: I have many ideas. Now, my husband and me, we are trying to-

S: They are trying to renovate their apartment they have. So, they plan to rent it to the tourists, [I: Ja.] because tourism is getting big here.

A: And I also planning to work on my skills as a touristic guide. I also, in the process is this organising the new tour from your (?sea). And I think I will be also touristic guide this summer. So, I'm also planning to start this educational centre. I have many ideas. (Interview 7 Anida, pos. 129-131)

Her motivation was not limited to the process of the CP, but she also called the people within her surroundings optimistic, and felt they encouraged her to try new projects.

She renounced some sense of security, such as long-term income or the security of success, which in her opinion is unusual for Bosnians. It became clear from the interview that Anida and the people in her surroundings wanted to live an alternative lifestyle to that of other people in BiH, as described earlier:

S: We often joke like, Bosnian dream. Like, when you say American dream, we have Bosnian dream. And it's something completely different, because Bosnian dream is to have this safe job in the public sector. Like, one of those boring jobs. You don't have to do much. But you have a safe job. You have safe pay check. And, I don't know. Vacations and everything. That's the Bosnian dream. And that's the dream for the generation of our parents. But for us that's not the same. (Interview 7 Anida, pos. 149)

6.3.8 Interview 8: Amila

Table 6.13 gives an overview of the axial coding of the interview with Amila.

Table 6.13: Overview of Axial Coding of Interview 8: Amila

Coding paradigm	Sub-category	Content
Phenomenon	CP Personal Support/Outcome	The CP helped her to discover competencies she was not aware of before and this brought her recognition.
Context	CP Expectations/Motivation CP Participation	She wanted to know what other people thought of her.
Causal conditions	Counselling	The long conversations with the counsellor increased her awareness of her competencies.
Intervening conditions	Attitude to Employment Employers Respond	She received one positive feedback to her application with the CP, but no other response.
Strategies	Future Steps	Through the CP she applied for jobs where she would never have applied.
Consequences	Applications Process	She constantly applies for different jobs with the attached CP.

Because the interview was conducted in German, the quotations are translated in the following section.

Phenomenon: Although she was already a self-confident person before the CP, she said she had become more confident and had received recognition from the CP.

A: When I finished everything, I had more morale with the same requirements. [...] I was self-confidently applying somewhere where I did not even think before. (Interview 8 Amila, pos. 54)

Amila's counselling process has helped raise her awareness of informally and non-formally acquired competencies. She emphasized several times that it was mainly everyday situations in which she could discover competences. Previously, she had perceived her university degree only as a competence on the labour market. The practice of her additional skills was an encouragement to her.

Context: Since Amila had no hope of finding a job with her formal qualifications, she wanted to try something new. She heard about the CP from an organization which is why she went through the CP process to find out what impact it would have. It was also an incentive to learn what others thought of her. She says, however, that she did not expect much from the passport.

A: I wanted to see what others think of me. [...] But I wanted to hear from someone else [...] what I can actually do. [...] And that's why I decided to do the Competency Passport. I did not really have much expectation. (Interview 8 Amila, pos. 42)

Causal Conditions: The counselling process of the CP helped Amila to identify competences from everyday activities. Awareness of these competencies has been increased through several meetings. About her counsellor, she says the counsellor saw more in her than she did.

A: We had almost, five, six talks. They lasted almost two hours per conversation. We really talked about everything. These are normal things that you do every day. And there she says, yes you have the competence [...]. (Interview 8 Amila, pos. 57 - 58)

Intervening Conditions: Amila reports a positive situation during a job interview related to the CP. There, a German company was amazed because of her participation in the CP.

A: The competence passport was a plus, of course. They were like, how do you say that, shocked that I have that at all. They did not know that I even know that this exists. (Interview 8 Amila, pos. 82)

Although it was not enough for a job, it showed that the identified competencies from the counselling process were considered by employers. She thought that employers in BiH still lacked any recognition of the CP which is why she was more pessimistic about its effectiveness among employers in BiH. This did not detract her motivation for taking further steps with regard to another occupation.

Strategies: Amila has developed several ideas through her existing skills to shape her future career. She also spoke of her ambitions to try new professions because she has not yet discovered a profession that suits her.

A: I need money, that's why I'm here in the hotel. But meanwhile, yes, I'm looking for something different, something which makes me happier. (Interview 8 Amila, pos. 94)

For example, she could imagine working on a ship or looking for a job in Germany. But her relationship with her family kept her from taking the step of going abroad. To achieve her ideas, Amila has applied several times. She said that she would not have applied to the German company or the German embassy without the CP. She has a dedicated attitude to work. When she was a little younger, she even wanted to pay for work experience, but she did not find a way of doing this herself. Since she had to take care of herself, she could not afford it. Amila is ready to work for a little less money than usual if promotion were a possibility in the long run. Above all, it is important for her to find a job.

Consequences: The consequence of her motivation was that she constantly applied in different places. Her goal was still to find a job that she liked and where she is paid. It was evident that the discovered competencies had supported her ambition to find the right job.

A: I constantly analyzed and watched where I can also apply. For example, the German Embassy. I constantly look at [a website] or something, on each site maybe, if they have any job interviews. (Interview 8 Amila, pos. 78)

6.3.9 Interview 9: Azra

Table 6.14 gives an overview of the axial coding of the interview with Azra.

Table 6.14: Overview of Axial Coding of Interview 9: Azra

Coding paradigm	Sub-category	Content
Phenomenon	CP Personal Support/Outcome	The CP was a big booster for her self-confidence, because she realised she had many competencies in the area of hobbies.
Context	CP Participation	Her counsellor, a relative, convinced her to participate in the CP, while she was still a student.
Causal conditions	Process of Awareness Raising Counselling	The counselling process broadened her mindset. It contributed in a way that she could consider her life from different angles.
Intervening conditions	Personal Education	Because she is still a student, she could not use her competencies for her employment life extensively.
Strategies	Further Steps/Objectives Steps after CP	Because of the motivation of the CP she tried out other mini-jobs and especially new hobbies.
Consequences	Future Steps	She has developed many ideas for her employment life.

Phenomenon: Azra saw the process of the CP as follows:

A: Well, it was a booster. Like big booster. (Interview 9 Azra, pos. 32)

It has influenced her self-confidence noticeably. She was encouraged by discovering that she can do more and know more than she suspected.

A: And this passport of competencies just actually tells the person that he has more. That he can do more. That he - variations of skills. His possibilities are wider and of course it affects your self-esteem, your self-confidence. You're little

more important. You can do more. You can think better. (Interview 9 Azra, pos. 32)

For example, she was able to name playing the piano and going skiing as her competencies. For both competencies, she has noticed that she has talent for further steps.

Context: Azra participated in the CP because a relative of hers worked as a counsellor and needed test persons for her exam as a counsellor. Her participation was, thus, a favour for a relative, as she had presented the CP positively to her. She did not express any expectations in the interview.

Causal Conditions: For Azra, her counsellor played an important role in the process of the CP, guiding her through the process and challenging her to talk. The conversation about her different life situations helped her to think further than usual:

A: But what they did [that] help[ed] me at that point of time is that I started thinking more out of [the] box. Like when she did that map, let's call it map of my abilities, they just seemed wider. They seemed that I have a lot more going on than I actually thought. And that I'm actually focusing on the small stuff. And there is more around. (Interview 9 Azra, pos. 30)

Her counsellor also helped Azra look at her world from a different perspective, and this was crucial for the discovery of her skills.

Intervening Conditions: She was currently unable to use her experience and competences full-time in a profession because she was still studying. In addition, she would like to finish her studies in order to be trained in her profession competently.

Strategies: After finishing CP, she tried different part-time jobs, among other things as a promoter for advertising purposes. Since her experience in this profession was accompanied by boredom, she ended this work and then volunteered for an organization. Azra was motivated to use her skills. This includes her talent in music. Her self-confidence has helped her learn two more instruments. On the one hand, she was able to gain positive experiences by playing the guitar. On the other hand, she also had difficulties with the accordion, so she stopped the latter. She was also able to benefit from her competencies in sport, as she started skiing as a teacher, for example, and was thus able to earn money.

Consequences: Completing her studies is the prerequisite for Azra's professional vision. She has developed concrete plans for the future and is also eager, through her self-

confidence, to achieve them. After completing her studies, she would like to gain experience as a doctor for one year, after which she wants to start specialist training. After a stay abroad for professional experience, she has further objectives:

A: Then I return here and open my clinic and- with my friends. Like we are dreaming on. We all finish different special- you know what I mean. [I: Several subjects.] Yeah. And will form this clinic and after maybe a little life to do. But it's very very far in the future. (Interview 9 Azra, pos. 76)

Finally, she planned to open a college with her friends where she could work as a professor. Azra has found some skills and also sees her options to use them. Although she has had negative experiences with new areas, she is very motivated to use her skills to help other people.

6.3.10 Group Discussion

Table 6.15 gives an overview of the axial coding of the group discussion.

Table 6.15: Overview of Axial Coding of the Group Discussion

Coding paradigm	Sub-category	Content
Phenomenon	Process of Awareness Raising Counselling	The counselling process was the heart of the CP for the counsellors, through which they helped the users to become aware of their competencies and get self-confidence.
Context	CP Expectations/Motivation CP Participation	The counsellors had the task of making clear the possibilities of the CP to the users in order to avoid unfulfilled expectations.
Causal conditions	CP Expectations/Motivations CP Participation	Counsellors tried to motivate people to participate at the CP by explaining to them the advantages of the CP and showing that there is more potential than formal education.
Intervening conditions	Employers Respond	It was recognised by the counsellors that the public sector had not made any progress in recognising the CP,

		whereas the private sector had taken some steps.
Strategies	Sustainability of Outcomes Further CP Organisation	For the sustainability of the outcomes of the counselling process, the counsellors maintained contact with the users to remind them of their competences. Furthermore, the counsellors founded the organisation SKILLS to continue the work of the CP.
Consequences	Future Steps	The consequence of the counselling was that the participants used their competences in the labour market. The counsellors, therefore, tried to establish the language of competences amongst the employers.

Phenomenon: For the counsellors, the counselling process was the heart of the CP. The process was designed to make participants aware of their competences. Furthermore, the participants needed to be motivated to use these skills. The writing in the CP folder was only a minor matter.

R: It's not about filling the form of the passport. It's more about just, you know, helping them being aware of these things and using them [in their] everyday lives. (Group Discussion, pos. 11)

For a good counselling the counsellors consider the following points as important:

R: A part of the process actually involves the counsellors actively listening to the participants. (...) They practise understanding, empathy, channelling the conversation. (Group Discussion, pos. 54)

In addition, it was important for the counsellors that they never judge participants when they first saw them. The objective was to establish a trusting relationship with the participants in order to facilitate an open discussion. From their perspective, empathy and mutual understanding also contributed to this.

To get a first rough impression of a participant, the counsellors usually used the tool Life-Line, in which the participants would tell of important life events and phases. Once

a competency has been identified, it was the task of the counsellors to help users classify the level of the competence:

R,S: When they actually identify an ability, they go through the process of evaluating it, to see on which level it is. It can be on different levels. And, you know, they see, if the person for example repeats this in different situations, to see, you know, on which level this ability is. For example, the persons can do it, you know, by themselves or with the help of a- if they do it by the help of others. (Group Discussion, pos. 60)

The counsellors also differentiate between abilities, competencies, and knowledge.

R: This process not only lets them identify the competencies but also the abilities or knowledge. And, you know, for example sometimes they will, you know, encourage the person to upgrade their ability in order to make a competency. (Group Discussion, pos. 61)

During the counselling, the participants also became self-confident through the identified competences. Self-confidence is an indirect goal of the CP. The counsellors received positive feedback from the participants on the counselling processes as well as on their behaviour as counsellors. In the process and also through the feedback, the counsellors themselves were able to grow in their expertise. For them it did not matter whether you knew the participant or not. It might also be a hindrance to know the participant, as the counsellor might have a preconceived opinion or the participant may be negatively affected by the relationship. The task of the counsellor was to enable each participant to talk about themselves openly and freely.

Context: The main objective of the CP was defined by the counsellors as follows:

R: The main goal is to make a person aware of their competencies, to identify their abilities, [...] to boost their self-esteem. (Group Discussion, pos. 2)

In order not to cause demotivation or false expectations, it was important to explain the opportunities of the CP to each participant. The counsellors had to take on this task.

E: Before they actually start the interview, the person who is being interviewed always has to specify why they want to fill their passport. [...] So, for example, a person says they want to, you know, only fill the passport in order to get a job. That's almost impossible, because that's not what it's for. It's only between, you

know, self-awareness, to identify their competencies. (Group Discussion, pos. 38)

Causal Conditions: According to the counsellors, there was no preferred way to make people aware of the CP. This depended mainly on the focus group. As an example, the initial target group of GIZ was mentioned:

E: The first focus group were unemployed people (...) So, they mainly got to know about the passport in the bureaus for employment and centres for social work. (Group Discussion, pos. 24)

To inform many people about the CP, a media campaign was conducted. The counsellors believed that people who have gone through the CP themselves and could share their experiences could inspire other people especially to participate in the CP. The counsellors themselves motivated potential users to participate as follows:

S: So, they try to motivate people in various ways. They always try to let them know that the Competency Passport will be valuable to them as people, you know, to try turning them into themselves, to, you know, have them know that the passport is something they will be able to utilize. You know, that's obvious to them.

R: They want to send a message that they believe that formal education is not always enough. That they believe in potential of the participants. But they actually transfer it, the obligation to them, you know, to actually get involved. (Group Discussion, pos. 64 - 65)

Intervening Conditions: According to the counsellors, the public sector has not provided any positive feedback on the CP. In addition, the ministry of education has not responded to requests. In contrast to that, the private sector has discovered the need for informally and non-formally acquired skills:

R: They had more feedback and cooperation with certain organisations. And, you know, the private sector actually realised a need for this, because they realised (...) the private sector realised that formal education isn't enough. And they actually put importance on the competencies of their future employees. (Group Discussion, pos. 70)

Strategies: After a finished CP, the counselling process is not over for the counsellors. Another part is the further accompaniment of the participants. This should help to

further encourage participants to use their competencies. The counsellors also saw this continuation of contacts as quality assurance of the process in BiH. This allowed them to discuss new skills after the CP. They defined the goal of this further accompaniment as follows:

R: Perhaps, the main, general goal is to actually, you know, maintain that contact, because by maintaining that contact [I: Mhm (affirmative).] they help, they motivate the people. (Group Discussion, pos. 13)

They refer to this as a kind of philosophy of the passport, since normally the counselling is completed at the end of the CP.

E, S: But, you know, it's never definitely finished, because they always stay in contact. And, you know, they help their interviewees realise other things in the meantime. You know, they always track them and their goals. So, they can always add competencies, because they always maintain that contact. And they can always like, if they realise something, they can always go to their counsellor again. (Group Discussion, pos. 47)

The need for the counsellors arises from the fact that some people have no one to whom they could talk about their competencies. In addition, they perceived the need the participants had to talk about newly-added competences with the counsellor in order to include them on the CP.

Furthermore, since the CP had to be known to the employers for acceptance, the counsellors split into two groups. One group tried to make the CP known to the focus group. For the other group, the goal was to reach employers, so that the CP could have an impact on employment.

As GIZ's project to implement the CP in BiH has been completed, the organization SKILLS was founded. The organization SKILLS has now continued the process of the CP and contacts to ensure the continuation and impact of the CP and the counselling process.

R: So, in the work they're trying to maintain all the canals and the infrastructures from the project. So, there is still, you know, keeping contacts with the bureau and the organisations that cooperated with the passport. (Group Discussion, pos. 32)

A change was made in the target group. Employee competencies and necessary job skills have now been identified within companies in order to use the competencies of employees profitably.

S: Before they only had a focus group of unemployed people. But now they are also trying to reach employees as well as trying to profile employed people, because it's important to know whether a person who is employed could, for example, perform better in another position perhaps at the same company, but with the skills that they have. (Group Discussion, pos. 33)

The cooperation with the companies should also help to show the companies which training courses their employees needed.

Consequences:

The consequence of the efforts of the counsellors was expressed, in addition to the primary objectives, competence assessment and increase of self-confidence, in the fact that users utilized their competences in the field of employment. The counsellors, therefore, regarded the process as rewarding:

R,S: But, you know, it's actually very more, much more rewarding when they, you know, realise that the person is actually thinking how to use their competencies in the labour market. You know, to know how to incorporate them to find a job. (Group Discussion, pos. 44)

For this reason, the counsellors also supported the users in their applications by sending them job ads where they thought that the competences of the user matched the jobs. As an important task of SKILLS, the counsellors wanted to bring the language of competences closer to employers. This meant that the employers should specify the necessary competences in their ads instead of mentioning only formally required training. The reason for this is a study (Hodžić 2017b:17) in which it became clear that still around 15% of employers don't use the language of competences. The goal was to show potential employees, whether they could meet the requirements.

6.3.11 Summary of axial coding

Axial coding has linked categories, sub-categories, and codes of the open coding in a new manner. This was intended to create an inner connection in the interviews. In the individual interviews it became clear that "Personal Support/Outcome" through the CP was relevant. This phenomenon was shown by identifying competencies as well as

increasing self-confidence among the users of the CP. More specifically, five interviewees were primarily aware of the competencies and four interviewees were either concerned with raising self-confidence or a combination of the two aforementioned effects. The counselling process made a decisive contribution to the results, and this became clear from the interviews as well as from the group discussion. In summary, the aspects essential to the aforementioned categories are presented below.

Competence Realisation: Most of the interviewees have been able to identify different competencies through the CP. There were two different findings. On the one hand, some users identified new skills that they had never noticed before or that they had not perceived as competences. On the other hand, some users rediscovered competencies of which they had already been aware in the past. They explicitly pointed out that they were not new skills for them. The competencies ranged from skills from employment to everyday situations that took place within the family. For example, management/organizing, social skills, such as helpfulness or handiwork skills like baking cakes, were mentioned. By perceiving different competencies, some interviewees mentioned that this has motivated them to try out other areas to develop or in which to discover additional competences.

Self-Confidence: As an additional output, some interviewees were able to point to an increase in self-confidence. The perception of multiple competencies has led some interviewees to develop a better picture of themselves. This means that they have identified skills that they did not think they had. This has triggered an increase in their self-confidence. This, in turn, led to an explicit statement in one interview, while others indicated it indirectly that they could present themselves better, such as in job interviews. Furthermore, the increased self-confidence and the accompanying encouragement of some interviewees could help them to take further steps in their working lives. On the one hand, the start or further steps for self-employment were mentioned and, on the other hand, applications for a job.

Counselling process: The most important part that has contributed to the phenomenon of personal support/outcome was the counselling process. The user described different experiences and phases from his life. In the process, the counsellor listened and asked questions. This served as a way for users to reflect on their activities, and so become aware of and better define their competencies. They were assisted by counsellors who

pointed out their abilities. It was important for the counselling process to reveal understanding and empathy between the counsellor and the participant so that the participant could talk about personal matters in an open relationship. At the end of the CP, for some counsellors the counselling process was not yet over. They contacted their clients on a regular basis to encourage them, to remind them of their identified competencies and to talk to them about new skills. This process could be considered as quality assurance of the CP in BiH.

Limitations: In addition to the positive effects of the CP, especially from the intervening conditions, limitations have also become clear. Because most of the interviewees did the CP to use their skills for a job, they could speak of their experiences with employers. On the one hand, there were few opportunities to present skills from the CP in the application processes, as only the letter of motivation and the CV were required. On the other hand, employers did not know about the CP and, therefore, did not pay attention to the competencies. As a result, the interviewees learned that their skills were not well recognized. In some cases, there was no employment available for their profession. Furthermore, the experience has been shared that, although the employer has been presented with sufficient competencies, no commitment resulted from that since the employer decided on the person to be employed on the basis of personal relationships. Users have experienced the reality that good skills alone are not always enough for a job. For the participants who have gone into self-employment, the bureaucracy for the registration was partially obstructive. This, in turn, slowed down their ability to use their skills in self-employment and, thus, in the labour market. In addition to bad experiences in the labour market, it has also happened that users have tried new hobbies because of the encouragement of the CP. But they have sometimes experienced that they are not as good in practising the new hobby as they are their other hobbies.

For the further process of selective coding, the “Personal Support/Outcome” is chosen as the core category because of the results of the axial coding.

6.4 SELECTIVE CODING

In the following, the data are reassembled in a new way. Selective coding describes the formation of a core-category and the "systematic interrelation of the core-categories with other categories" (Strauss & Corbin 1996:94, translation by the author). Selective coding tries to reveal "a red thread of the story" (:96, translation by the author). The

aim is to generate a theory and to lead back to the research question through the integration of the categories around the core-category. In the case of selective coding, the data are also validated by "telling the story" step by step. As a result, the data are examined for the research question (:106). This means that when returning to the research question, other hints from the data are not pursued and unimportant codes are deleted and categories are restructured. The newly-created categories are then associated by the help of the results of open and axial coding and further analysis. The research question wanted to examine the success and limitations of the CP in relation to the empowerment of unemployed people. The phenomenon "Personal Support/Outcome" of the axial coding is, therefore, used as the core-category that was renamed for the selective coding in "CP Success". The research question also includes the limitations of the CP, which is why, in addition to the core-category, the category "CP Limitations" was created. This sub-ordinates all conditions that have impeded the effects of the CP. As a third category, the counselling process was created, since the counselling was the condition for the effects of the CP. Below, the code tree of selective coding is shown, where, in comparison to the open coding, only 308 codes were set and three main categories were formed. The three main categories were only assigned codes that themselves were success, limitations or conditions of the CP.

▼ Codesystem	308
▼ CP Success	0
▼ Competencies	0
Competencies General	11
Redefined Competencies	7
New Competencies	19
Self-confidence	22
Sustainability of Outcomes	21
▼ Employment	0
Job opportunities	2
Self-Employment	8
Employers	11
Connections	7
Steps to Employment	23
Future Objectives	22
Other outcomes	12
Expectations/Motivation	27
CP Sustainability	6
▼ CP Limitations	0
Employers Response	18
Attitude of People	15
Job opportunities	13
Educational Conditions	6
Connections	5
Job Expectations	5
Regulations	4
▼ Counselling	0
Counsellor	15
Counselling Process	29

Figure 6.3: Codesystem after selective coding

6.4.1 Success of the Competency Passport

The success of the CP is divided into different aspects. These include competence realization, boosting self-confidence, impact on employment and the sustainability of the CP in BiH. The counselling process enabled these effects to the users so that all participants could benefit from it. A participant evaluated the counselling as follows:

B: [The counselling] helped her realize how much she can actually do. It helped her in a way to accept herself and see that, you know, those hobbies are a part of her as a person. (Interview 3 Bahira, pos. 36)

Discovering competencies

The participants became aware of different types of competencies. Firstly, there were competencies that users were not aware of before the counselling or that they did not perceive as being real competencies. Secondly, competencies were defined that were previously known to users, but which they were now being made aware of again. Thirdly, some participants were given a different view of their competences, which meant that they were able to define the competences more closely.

Z: It changed the way she saw her competencies pretty better. (Interview 5 Zarima, pos. 44)

H: It basically like ah, it gives you a bigger insight, a bigger insight. (Interview 4 Hrustan, pos. 58)

Participants who had already declared themselves to be self-confident before the CP were increasingly reminded of forgotten skills, but they did not discover any new skills. For one participant, the extended awareness of her competencies meant that she understood that competences cannot be acquired only through formal education, but also in other areas of life.

Increase in self-confidence

Along with the competences there was usually an associated increase in self-confidence, as participants were able to come to know themselves better:

B: But she actually had the opportunity to realize who she was. She built this sort of self-awareness. She found out who she was as a person. (Interview 3 Bahira, pos. 26)

This awareness of oneself came, above all, through the realized competencies. It was, therefore, helpful that the counsellors talked with the users about different parts of their lives.

B: They started from her childhood and went through everything to date. They talked about literally everything. (Interview 3 Bahira, pos. 40)

Furthermore, this brought the users other effects such as expanding their way of thinking.

A: But what they did, help me at that point of time is that I started thinking more out of box. (Interview 9 Azra, pos. 30)

Impact on Employment

The increase in self-confidence has also influenced employment and application for employment for some participants. It has often been mentioned that they were better able to present themselves in job interviews owing to their increased self-confidence or that they dared to apply to other companies, something they would not have done before. This, however, did not necessarily lead to finding a job. Some conditions impeded the effects on employment, and these are described in the next section. The CP also had an influence on the professional lives of the participants who became involved in self-employment.

Z: And she believes that the passport actually helped her getting the necessary means to start a business. (Interview 5 Zarima, pos. 66)

This shows that the CP was also suitable for fostering the future objectives of the users, including presenting options to the participants that they could choose with their skills for future employment during their lives. Although some of the goals were already in place before the Passport, the CP helped to realize some of them. Even if the objectives were not achieved, the participants kept up their motivation. As an example, one interviewee commented on the fact that her plan for the future was not working:

N: But she doesn't really give up. For example, if people need an economist and [...] she doesn't have the degree or maybe the job experience that is necessary, she will still apply, if she sees that she fulfils the other requirements for the position that is open. (Interview 2 Nazima, pos. 74)

Sustainability of the CP in BiH

For the continuation of the CP in BiH there are different aspects that have to be considered. First of all, the ensuring of the sustainability of the results (1) is important. Secondly, motivating people to participate in the CP (2) is part of it. And, thirdly, it is significant to continue the organizational tasks of the CP (3). These three aspects are described below.

(1) The philosophy of the counsellors has had an impact on the sustainability of the results, as the counsellors have set themselves the task of contacting their clients after they have finished the CP. In doing this, they want to encourage the users and make them aware of their competences again.

R: So, by maintaining contact, they actually help them, you know, encourage them in a way to know pursue the things that they did, you know, to keep on track. (Group discussion, pos. 13)

(2) From the interviews it became clear that, above all, the opinion about the CP is positive. All participants described the CP as a useful tool for identifying their own competencies and abilities. This was considered useful by the counsellors for motivating people to participate at the CP:

S: Maybe the best way of motivating is actually to have the people who done the passport recommend it to, you know, people from their surroundings. (Group discussion, pos. 67)

This was also confirmed by the interviewees. Positive comments about the CP from people around the participants motivated them in some cases to participate in the CP at all.

B: Talking with her friends, she realized that some of the really successful women actually went through the process as well. So, that was a kind of, in a way push her in taking into devolving into the process. (Interview 6 Berina, pos. 20)

The CP fulfilled many expectations of the participants. Since even those who had had no expectations were convinced by positive results, this has had a positive effect on the opinion about the CP and it has been especially helpful that the interviewees have recommended the CP to other people in their surroundings. Furthermore, a frequent motivation for trying the CP was the unemployment of some participants. It was necessary,

therefore, to explain to them that the CP cannot guarantee a job. So, it remained just a hope that the CP could support employment.

(3) Moreover, the sustainability of the CP was also influenced by the administrative organization of the CP. Since the CP was managed only by GIZ until the end of 2017, the willingness of the counsellors was decisive with regard to the continuation of the project in BiH. This would ensure that recognition of the CP could be further developed.

6.4.2 Limitations of the Competency Passport

In addition to the success of the CP, limitations have become clear from the interviews. The selective coding process has revealed different areas in which the effects of the CP have been inhibited. These include: employers' response and the stigma of the CP; job opportunities and educational conditions; connections; job expectations; and governmental regulations.

Employers' response and stigma of the CP

With regard to the employers, the participants of the CP said that they did not provide any feedback on the CP:

B: Employers don't really ahm pay attention to the passport when you give them the Competency Passport they usually just skip it. (Interview 3 Bahira, pos. 56)

In addition, the problem was that, in principle, employers considered work experience more important than competencies.

N: [T]he competencies [...] themselves didn't often matter as much as work experience, [...] As a nation we didn't realize that it's often important to view someone psychologically, in order to see, if they can do something or not. Employers just usually only look at the work you experienced and that's it. (Interview 2 Nazima, pos. 64)

Most particularly, the public sector was not interested in the CP and the participants of the CP had no opportunity to present their skills in applications. The counsellors did not have ideas about how to address the problem.

R: So, these are the main obstacles that they [the users] run into and even that their colleagues ran into before. [...] So, the colleagues from the organisation for educational support often contacted the ministry of education. And they, you know, they often did not get very positive feedback. You know, especially in the public sector. (Group Discussion, pos. 70)

The users also mentioned that the CP is not well known in BiH:

A: And I think that employers here don't know about this passport. (Interview 7 Anida, pos. 112)

One reason for this is that it is often not possible to attach additional documents to applications:

N: The reason she didn't attach it [...] is, because employers usually require only a CV and a motivational letter. (Interview 2 Nazima, pos. 62)

The counsellors also see this problem and strive to increase the recognition of the CP through contacts with the economy and the government. It is, however, difficult in the public sector, as it is not open to the CP.

Furthermore, the effects of the CP are influenced by the attitude of the people about the CP. The interviewees described the attitude of the people in their environment to the CP as being negative. One participant shared her experiences:

B: ... there is certain stigma surrounding it, here in Bosnia. It's not well received. It's just a project that people, you know, want to get rid of, you know, just to say that they kind of finished the project. [...] They see it as some foreign thing. There is a lot of commotion about it when there shouldn't be. (Interview 3 Bahira, pos. 22)

On the one hand, people are sceptical of the method of self-assessment of the CP because they think that people are overrating themselves. And, on the other hand, they do not yet acknowledge the informally and non-formally acquired skills.

B: But for her experience, for her surroundings it's the passport itself [which] i[s...] not actually really well received. The people don't take it seriously, because we are still a very conservative, very closed up society. We don't open ourselves up to new things. (Interview 3 Bahira, pos. 46)

In addition, the resignation of the participants about the unemployment affects the thinking about the CP:

B: She could do, I don't know, for example thirty of these Passports but they wouldn't change anything in the future. (Interview 3 Bahira, pos. 32)

Limited job opportunities

Another aspect that presents a limitation is job opportunities. The interviewees described the labour market situation in BiH as being bad. They say that there are many jobseekers, but too few jobs are available:

B: She would actually want to find a job in her field of studies, but she can't, because there are a lot of law graduates here currently. A lot of them are unemployed and there is- she also thinks that she might not have like an actual chance. (Interview 3 Bahira, pos. 8)

The question was negated several times about whether there was an available job for one in one's own profession. This has not changed for a participant even after studying.

N: And even after taking ah the master's degree, she ah still couldn't find a job. (Interview 2 Nazima, pos. 6)

Despite this, the participants say that the educational conditions are relevant to a job. An interviewee says about job opportunities:

N: It depends greatly on the education. (Interview 1 Nermina, pos. 154)

This means that even graduate students cannot start a profession unfamiliar with the subject, because they do not have the certification for it. A participant has experienced such a situation. In addition, in the field of self-employment, it requires licences. This is what a freelancer tells in the interview:

A: You have to have certificate for every area you are working on. (Interview 7 Anida, pos. 56)

Conditions for a job also include work experience. In the eyes of employers, this counts more than competencies. Work experience without a job can, however, not be gained easily. People, therefore, have no chance of using their skills, which they have partially discovered with the CP, in their professional life. A participant of the CP says that, as a beginner, you have to pay in part for gaining experience. Because she had no money for it, she could not gain experience and, thus, had no opportunity to use her skills in her profession. She, therefore, now works in a job that she did not have to study for.

Since the labour market does not provide suitable jobs, the users of the CP have no opportunity to use and expand their competences in professional life. The success of the CP is, thus, limited to the private areas of the lives of individuals.

Need of personal connections

The opinions of the participants are largely identical in that it needs connections to find a job.

N: Here it's actually very important to know certain people in order to get a job. (Interview 1 Nermina, pos. 120)

B: You either have a connection to find a job or you don't have a connection to find a job. She is one of these people who doesn't have a connection to find a job. (Interview 3 Bahira, pos. 58)

According to a user of the CP, this does not necessarily have to be a case of corruption but also legal selection procedures.

Government regulations

Furthermore, the government's regulations are mentioned in the interviews. To start an own business, extensive bureaucracy must be addressed. Because the CP has fostered self-employment or has even given reasons for taking further steps towards the start of a business, the limitation becomes clear:

N: There are a lot of regulations and it's essentially hard to start a business, because the state itself separated into two entities and there are a lot of papers that she needs to get before starting anything. (Interview 2 Nazima, pos. 86)

Job expectations of participants

As a final limitation of the CP, the job expectations of participants of the CP also influence the opportunity of using their skills in the job market. Some participants would not accept just any job under any circumstances. On the one hand, they regard a minimum salary as necessary with their university degree:

A: That's why I did not want to work because I cannot do anything here with 200 €. I really love this job. I had studied. It would be really good to work there, but - [...] This is too little. (Interview 8 Amila, pos. 26, translated from German)

The reason she does not work for too little money is that she would not have enough money to make a living. On the other hand, an interviewee says that she would not work under her level:

B: But she wouldn't for example let herself you know, work as a sales assistant or maybe like clean apartments or something, because she does need a job. She

does need money. But she believes that she has to value herself first. (Interview 3 Bahira, pos. 72)

6.4.3 Summary of Selective Coding

Selective coding pursued the red thread of the story. The results of open coding, lexical analysis and axial coding were used for the selective coding as the basis for further theory saturation. By validating and restructuring the categories, theory has become even more anchored in the subject of the investigation, the data (Strauss & Corbin 1996:109). In some areas, such as the category “Personal Preconditions” from open coding, further interesting hints could be found. Since this does not seem relevant to the research question, saturation occurs in the evaluation. In the following, the results are summarized by describing the links between the categories based on Figure 6.4 and the effects on the sustainability of the CP.

Links between main categories

Figure 6.4 shows an overview of the important parts of the procedure of the CP.

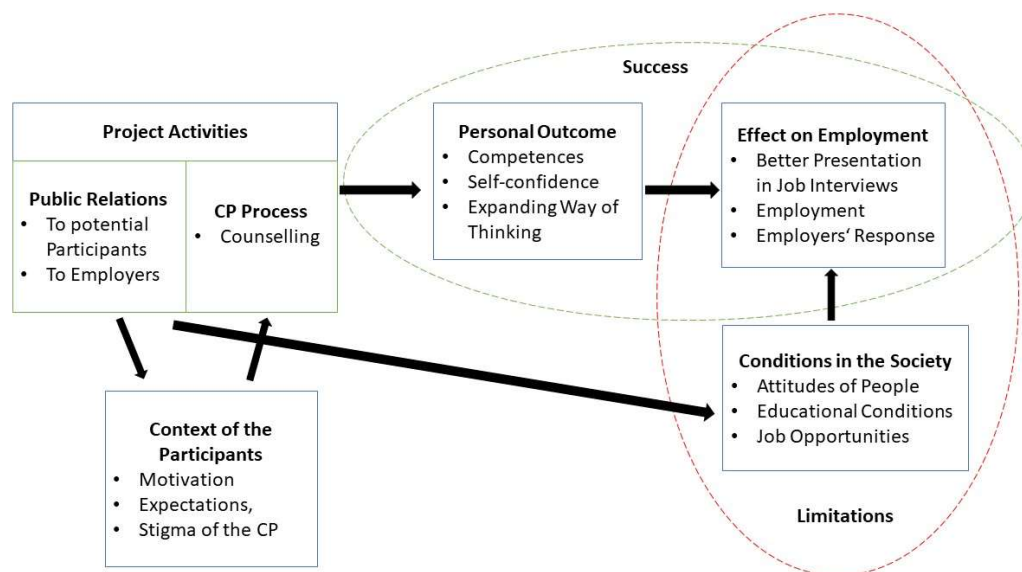


Figure 6.4: Overview of results of selective coding

The project activities were the starting point of the course of the CP. These included public relations with potential participants and employers to promote the CP. In addition, the promotion should help to increase the recognition of informally and non-formally acquired skills in the society so that the impact of the CP is given greater relevance. The participants came from their individual contexts from which they approached the CP. They had expectations, they were motivated to achieve results and

the stigma of competence assessment caused some scepticism. With these preconditions, participants started the counselling process. At the beginning it was important that the possibilities of the CP were explained to the users and the expectations were brought to a realistic level. The counsellors were, therefore, an important key to show the participants that they could benefit from the CP. Through the counselling process and the completion of the form, the participants achieved different results. These included becoming aware of competences, increasing self-confidence and expanding the way of thinking. These effects had an impact on employment. For example, participants were able to present themselves in job interviews more effectively and, at best, they were offered a job. The results of the CP and the impact on employment were defined as successes of the CP, as shown in the figure.

The impact of the CP, however, also included the employers' reaction to the CP, and, in most cases, employers gave no feedback or did not know about the CP. As a result, the competences identified by the CP could find little recognition. The limitations of the CP were also increased by society. Firstly, the economic situation in BiH provided only a few vacant jobs. In addition, the government regulations for self-employment in BiH have made it difficult for participants to use their skills in the labour market. Secondly, the required training for some jobs turned out to be another obstacle for the participants. Without the appropriate training, some participants were not admitted to the jobs they applied for. Even the perception of working conditions, such as low pay, was an obstacle to getting a job. Some participants, therefore, think that it is necessary to have personal contacts with companies to get a job in order to be able to use their skills in the labour market. And, thirdly, the attitude of the society towards new methods of competence assessment, such as the CP, is one of scepticism. As a result, some people in contact with the interviewees have not participated at the CP.

Effect on project sustainability

The selective coding showed which effects have influenced the sustainability of the project of the CP. Because the attitude of the Bosnians was rather sceptical about this type of competence assessment, it was important, above all, to increase the recognition of informal and non-formal competence assessment in the society. This also included the establishment of the language of competencies in the labour market, so that the skills, discovered by the counselling process, could also be used in job applications. An

important aspect for the sustainability of the project is, therefore, the dissemination of information about the CP.

Furthermore, it is necessary to motivate people to participate in the CP process. It was shown that the participants have already recommended the CP because of their positive opinion about the CP.

In terms of the organizational structure, it became clear that SKILLS was aware of the various obligations of the CP project and that it has tried to continue with limited resources, compared to those of the government organization GIZ. It was important to strengthen public relations in order to gain recognition in the public sector as well as to receive financial support. In the private sector, the main focus was on establishing contacts and making the CP public.

After the summary of the selective coding, the data analysis is completed, and this is followed by the interpretation in Chapter 7 as the research report, as shown in Figure 5.2.

CHAPTER 7 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a summary of the results of this study. For this, the data of the qualitative research are assessed in relation to the literature based on the research question. This supports the validation of the results. Furthermore, the reflection of the methodology of this study shows to what extent the methods contributed to answering the research questions. Thereafter, reference is made to the research question to see whether and how it has been answered. In addition, an outlook on possible research areas is given. Finally, the last section shows a brief summary of this study.

7.1 PRESENTATION OF RESULTS

After completing the analysis of the data through the various coding processes, the results had to be considered in terms of the research question. This study focused on examining the successes and limitations of the CP for the empowerment of unemployed people in BiH. The investigation revealed that the CP had both successes and limitations. To make the results clear, the secondary questions were considered.

7.1.1 What are the perceptions of the users and counsellors towards the CP?

Looking at the successes of the CP in BiH, the intention of the CP, with the German ProfilPass as its basis, “to encourage and strengthen self-confidence [of people and to] activate, motivate and increase the responsibility and the willingness for change” (Harp *et al* 2010:24) became apparent. The achievements that emerged from the interviews included the discovery of new or rediscovered competencies because the participants had not noticed them before and an increase in self-confidence, as mentioned in section 6.4.1. The self-assessment and the classification of the competencies in the conversations with the counsellor contributed to this. The awareness raising of abilities was included as a key feature in the initial information of the creation of the passport (German Institute for Adult Education 2004:31). The way in which the CP considered people's skills and competences also helped some participants to take a different view of their abilities. A further statement was an increase in self-esteem. This positive impact of the CP helped some participants to present themselves in job interviews more effectively. Another positive aspect was the attitude of the participants to employment as they developed or were encouraged to pursue, objectives for their future lives. This motivated them to find a job. The lethargy of the people of BiH (Jonjic 2014:1), mentioned in Chapter 1, was, thus, not recognizable among the interviewees even also in cases where

they did not get a job. Participants, who had classified themselves as self-confident even before the counselling process, had still not defined any new goals, but they formulated them more specifically through the CP.

Basically, all interviewees developed a positive opinion about the CP, even though some were sceptical before or said they did not need the process. The interviewees saw the CP as beneficial for personal growth and employment. In more detail, it was useful to improve their applications and to better present themselves in job interviews. Furthermore, they perceived the CP as a good self-evaluation tool. The expectations were, therefore, largely met for all interviewees. As a consequence, they recommended the CP to people from their surrounding society. But the CP was considered useful by only a few of these people, because the society was described as conservative. Owing to the stigma, which was described in section 6.4.2 and caused by the manner of the competence assessment, the CP is not sufficiently recognized by the society. The interviewees revealed that only formally acquired competences, but not informally and non-formally acquired competencies, are perceived as skills. This prevented potential participants from using the CP. In order to be able to address the demand for skilled workers in the labour market through the CP, the recognition of informal and non-formal competences needs to be further developed. A survey of the counsellors showed that a rethinking by the private companies was recognized, but this progress still needed support, because most of the feedback from the interviewees was that the employers often did not respond to the CP and the identified skills. The participants could, therefore, not use their discovered skills in the labour market. More specifically, applications in the public sector did not usually have the option of attaching the CP, whereas the private sector sometimes recognised the CP. Even formal education, however, has had little impact on the applications. Indeed, all but one interviewee had found a job after the CP, but this was not one of the desired jobs. Most interviewees were not hired at the level of their university degree, but worked below their potential level. This was mainly owing to the difficult economic situation of BiH, because there were only limited job opportunities. Accordingly, the labour market was unable to meet the expectations of the interviewees. For example, the low level of income for employees prevented a participant from accepting a job where she could have used her skills. Instead, she continued to work in a job she did not like, but where she received enough pay for doing it. In contrast, some participants did not get the job they wanted because employers did not consider the

skills of applicants to be as important as work experience (see section 6.4.2). This attitude was described as one-sided and conservative by the interviewees.

Only those who had become self-employed were satisfied with their job. These, however, were challenged by the regulations for the registration of a business. One participant said that the state, in terms of capital and the filling out of forms, demanded too much from her.

Because of the poor job opportunities, all interviewees considered personal contacts necessary for a suitable job. For the CP, this meant that there was little improvement in job opportunities in BiH, even by identifying skills needed in the labour market.

7.1.2 What is the environmental impact on the outcomes of the CP?

The first secondary question dealt with the political, economic and social conditions in BiH. The conditions of BiH resulted in placing a limitation on the effects of the CP.

Political conditions:

Although the federal government of BiH had commissioned the GIZ to develop the sector of adult education and to promote the recognition of informally and non-formally acquired skills through lifelong learning, the interviews showed that the public sector as an employer, in particular, was not interested in the CP. The participants of the CP did not have the opportunity to present their identified competencies in applications. The counsellors of the CP were aware of this issue. At the moment, they do not have a real solution to this problem but they are still working on the problem in the organisation SKILLS. As a result, there was still a lack of recognition of informally and non-formally acquired skills especially in the public sector, and further efforts are needed to raise awareness among public employers. Furthermore, people who run their own business faced some obstacles because of the extensive regulations of the government. Participants in the CP programme, who set themselves the goal of self-employment or wanted to take further steps in it, were challenged by a lot of bureaucracy for registration. In addition to the bad economic situation and the lack of skilled workers, therefore, the government is also responsible for an unfavourable environment in BiH for starting and running a private business. The complex political system, which makes it difficult to adopt reforms, as described in Chapter 2, also impedes a change in the situation. Although the government of BiH has already taken the first steps towards adult education, further action is needed to utilize the capacities of adults and thereby support the labour market. In addition, further action by the government is necessary to create

incentives and support entrepreneurship. In terms of the intended entry of BiH into the EU, it is necessary to boost the competitiveness of Bosnian companies compared to European companies.

Economic conditions:

The poor economic situation of BiH with few suitable jobs for workers was an aspect that impeded the impact of the CP on employment. Some people were motivated to use the CP because of their unemployment. They had hoped for progress in employment through the CP, but experienced no change. The project of the GIZ, "Support to Adult Education", therefore, attempted to counteract the overemphasis on formal competences (Reviere 2015). While informal and non-formal skills could be identified through the CP, the labour market has not yet opened up enough to recognize them. More specifically, only a few companies from the private sector have reacted positively to the CP.

Social conditions:

In the society of BiH, informally and non-formally acquired skills were not sufficiently recognized. This was shown by the statement of the European information network of the EU commission that the potential of the adults had not yet been sufficiently utilized (Eurydice 2017:Chapter 8) as explained in section 2.4.2. In the qualitative study, even some participants of the CP showed initial scepticism about the CP as an unknown tool in BiH. During the interviews, it became clear that some of the people in the surrounding society of the interviewees stigmatized the CP. The interviewees, therefore, considered the society of BiH to be conservative, closed up and not interested in new things. Because of that, the challenge for the continuation of the CP is to reduce the stigmatization, as this prevents people from using the CP. As mentioned in section 6.4.1, an important opportunity to motivate people to participate at the CP more effectively is the recommendation through the people who have done the CP. Furthermore, the opportunities already used, such as media campaigns and social media, should continue to be used in order to increase awareness and acceptance of the CP.

As a result, the scepticism of the society about competence assessment methods, such as the CP, is reflected in the economy. Employers do not yet pay attention to anything more than formally acquired competences. Likewise, the government, as an employer, has not recognized the need for informally and non-formally acquired skills. So, there is a need for promoting the recognition of these competences.

7.1.3 To what extent did the ABA support empowerment in the context of the CP?

Within the scope of the capabilities approach, how the asset-based approach worked as a tool for the empowerment of unemployed people in BiH was examined. A major goal of the capabilities approach is to achieve an active realization of capabilities (Nussbaum 2011:25) or, in other words, to empower people and to enable them to make self-determined actions. One result of the investigation was that the participants of the CP planned self-determined steps for their future through their available assets, the competences, and then actively tried to realize them. For example, some interviewees applied for special jobs. This was particularly recognized by a participant:

S: It [The passport] gave her courage to even try something in areas that she never tried before. [...] She realised, she has many options actually. All these options like these alternative solutions for life. More fulfilling life. And better balance between work and life. (Interview 7 Anida, pos. 154)

Further steps of participants after the CP showed that they had received empowerment through the process. Partially, they were motivated to try out their own skills in new areas and combine them with familiar areas. This showed that they were able to benefit from the *power to*, which was defined by Rowlands (1997:13). That meant that the counselling process had given them productive power by creating new opportunities, as they had previously been unaware of these opportunities. In this way, the asset-based approach became apparent owing to the existing resources with which the process of raising awareness of informally and non-formally acquired competences started. As a result, the participants defined their own competencies which they had already possessed but were not aware of or they discovered forgotten competencies. This revealed the fundamental statement of the asset-based approach which says that every human being has assets (Burnell 2013:134–135). Some interviews also showed that the participants tried out new areas of their own, which was mentioned in section 3.3. When participants' capabilities are used in a developmental process, they are empowered to "want to change" (Aragón & Pakpahan 2015:14) something on their own. This is intrinsic motivation, which is caused by a basic need for the recognition of human capabilities (Pielorz & Seidel 2012:304). This could, thus, also be confirmed by the investigation. The results of all interviews showed that the CP empowered the participants and encouraged them to use their skills. The asset-based approach supported this purpose by using the existing competences of the people. It became clear, however, that

"liberating empowerment" (Sardenberg 2008:19), which refers to the structural level such as laws or institutions, limited the outcomes of the participants. This was reflected in the low recognition of informally and non-formally acquired skills by the employers. The impact of the CP was, therefore, mainly related to the "liberal empowerment". That addressed the individual participant and enabled access to the existing resources in order to exercise his/her rights.

It is, therefore, necessary for the continuation of the CP to develop public relations with the government further and to promote the recognition of informally and non-formally acquired competences. Just as Nussbaum argued for the capabilities approach, the active realization of people's capabilities is possible only if policies ensure it (Nussbaum 2011:70).

7.2 RECOMMENDATIONS

The recommendations should serve as suggestions for optimizing the counselling process of the CP and supporting the continuation of the programme. In the interviews, participants occasionally mentioned aspects where they made suggestions for the CP and beyond it to improve the process and its effectiveness. These statements are also used in the following sections.

7.2.1 Improving the CP and follow-up

For the first suggestion, one participant pointed to the lack of connectivity between her abilities and her desires. Although objectives were discussed, the link to her competences was not established. The suggestion was to put the discovered skills in relation to the objectives for the further employment. This could, perhaps, help to develop a more realistic picture for the future and, thus, to abandon goals that are outside the competence of the participant.

The second idea came from a user who worked in the field of self-employment. She suggested organizing a meeting once a year with participants of the CP who had started a business. The goal should be to exchange ideas and suggestions and to share business experiences.

The third suggestion was primarily related to self-employment as well. One participant stated that there should be a part in the CP where ideas for self-employment, if any, could be discussed, and then, special steps planned. At some point in the CP there should be a reference to the employment offices or other organizations for self-

employment where ideas can be further developed. The reference is necessary because the CP serves as a competence assessment and not primarily as counselling for a career. Owing to the termination of the project of the GIZ for the implementation of the CP in BiH, the administration of the CP passed to the responsibility of the organization SKILLS. In terms of financing, it can be examined to what extent funding from development actors or the government of BiH is possible because the GIZ was commissioned by the government. Other possible donors are the EU, foundations of companies or development agencies of countries.

7.2.2 Recognition by employers and government authorities

Since participants did not receive any feedback from the employers about the CP, especially from the public sector, further promotion of the CP is necessary. Although the government has commissioned GIZ, the CP has not been recognized by them. Therefore, it would be useful if the commissioning sector of the government would send information or letters of recommendation regarding the CP to all government offices to raise the recognition of the CP in the public sector.

In order to get in contact with companies, job fairs at universities or vocational training centres are helpful. There, companies introduce themselves and potential employees are given information about employers. The CP could be presented in these situations. Furthermore, based on positive examples with the CP in companies, other companies could be contacted by showing them the benefits. Additionally, the language of competences could be spread among employers in order to raise the awareness of companies about informally and non-formally acquired competences and the suggestions made that they use them in their job advertisements. To contact the employers with that concern, an advertising campaign in cooperation with the Ministry of Education and the Ministry of Economics could be beneficial. The following aspect is also related to contacts with companies.

An internet platform would be beneficial in which participating companies of the CP could publish their job ads and to which the users of the CP, as potential employees, could send their applications directly. The platform would have the advantage that both employers and applicants could use the language of competences, which would improve the selection of staff. In order to avoid parallel systems, this platform could also be operated in cooperation with the employment offices. In addition, it could also be possible that users of the platform could link job advertisements from other sources to

the platform. This would create a larger pool where many people could benefit from the job advertisements. Additional fees could be gained from companies, as the companies could benefit from a pool of workers through such a platform. Advertisements about the CP could also be posted on the platform.

7.2.3 Acquisition of new participants

Another challenge is the acquisition of new participants at the CP. It is worthwhile to enlarge the good reputation of the CP, which can happen, for example, through recommendations of the participants. In order to reach the desired target group, for example the unemployed, the contact with the employment offices should be expanded to be able to offer the CP there. The media, such as websites, TV advertising or information events which were used for announcing the CP are also important and their use should be continued. Furthermore, it is important to raise a positive reputation, which is necessary to convince sceptical people. This can be done, for example, by spreading positive opinions from users of the CP or participating companies.

7.3 REFLECTION ON METHODOLOGY

To answer the research question, an empirical qualitative study was conducted based on a literature review. Through the literature research, the author was able to gain a comprehensive overview of the political, economic and social conditions and the CP in BiH. This formed the basis for the sampling of the qualitative investigation. The empirical praxis cycle provided the framework for the investigation through which the researcher was supported by a practical tool. The cyclical procedure of induction, deduction and abduction created an open investigation, allowing the researcher to adapt it to the research question constantly. The choice of the qualitative research has been found to be useful because the questioning of individuals has provided further insights into the CP and its perception in BiH compared to a previously conducted quantitative study. Using semi-standardized guideline-based interviews, the researcher was able to ask questions about interesting responses, and the interviewee was free to express his or her opinion. A disadvantage was found in the qualitative sampling. Since the sampling of interviewees was set before the interviews, and because of a limited time frame, the selection could not be adapted in the course of the investigation when interesting facts occurred. For example, more interviewees who were older with potentially higher work experience could have been chosen to see whether the work experience actually had a higher impact on employment compared to competences. Nevertheless, the qualitative sampling gave a comprehensive overview of the average of the participants of

the CP. The choice of the focus group for the discussion with the counsellors proved to be positive, as the counsellors complemented one another and, thus, presented more information about the CP. More group discussions might have produced other interesting aspects, but this was not possible owing to the low number of available counsellors in that time. The translation of the interviews and the group discussion worked without any problems because the researcher could respond directly to any question. This ensured the quality of the data.

The grounded theory was chosen for the analysis of the data. Owing to the various coding processes, it was possible to obtain different perspectives on the data. In addition, the data could be examined extensively. Owing to the inductive and abductive way of working, interesting facts could be explored during coding, such as the preconditions of the users, which, however, did not necessarily turn out to be relevant in the further process. This ensured that attention was paid to various pieces of information about the interviewees. Furthermore, the process of the coding paradigm supported that the developing theory was anchored in the data. The programme MAXQDA was, therefore, helpful in keeping an overview of the vast amount of data and evaluating the data appropriately.

7.4 RECOMMENDATION FOR FURTHER RESEARCH

This research study has dealt with the experiences and opinions of the users and counsellors of the CP. In the process, the downside became obvious because employers rarely responded to the CP in applications and there was no opportunity to attach the CP to the applications. The counsellors mentioned a quantitative inquiry with companies on the use of the language of competencies in job advertisements. This language is used in job advertisements to display the competences required in the respective job, next to the required formal education. Based on this inquiry, research with the companies could be carried out. It should address questions such as the extent to which informally and non-formally acquired skills are actually needed in jobs, the role of training, and what is important to companies in job applications. Furthermore, the view of the employers on informally and non-formally acquired competences is of interest. The current research examined only the perception of the users of the CP about companies, which showed that employers rarely responded to the CP. This could also be used to find out what needs to be changed so that the CP increases its recognition by companies.

7.5 CONCLUSION

In summary, this dissertation has looked at the successes and the limitations of the CP for the empowerment of unemployed citizens in BiH. The interviews, in the course of this study, showed that the CP fosters the empowerment of the unemployed by raising an awareness of competencies and increasing self-esteem. In particular, the CP helped to identify informally and non-formally acquired skills, as in the field of hobbies or family life, in addition to formal skills. The asset-based approach was the basis for the counselling with the CP in order to utilize the existing competences of the participants. The empowerment had limitations to the extent that the use of competencies and achievements from the CP could not be sufficiently applied within the labour market. In addition to the low recognition of the CP by employers, the stigma of the competence assessment of informally and non-formally acquired competencies in the society of BiH contributed to the fact that the CP, according to the statements of some interviewees, had a low reputation. Furthermore, the difficult economic situation of BiH was the reason for low employment opportunities. In particular, structural changes are required to reduce the limitations, and here policies have an important influence. Above all, however, there is a need for a paradigm shift within the public sector as an employer regarding the perception of informally and non-formally acquired skills. The public sector needs, therefore, to utilize the insufficiently recognized potential of adults, because skilled workers are required for a functioning public administration.

The opinion of an interviewee on the CP should serve as a summary at the end of this dissertation:

B: [The CP is] a way to look inside yourself. A way of self-exploration. You know, maybe realizing some of your competencies. Forming them. Shaping, defining, [...] using something what you didn't think would be useful before. (Interview 6 Berina, pos. 46)

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APPENDIX A INTERVIEW GUIDE FOR THE USERS OF THE CP

Procedure:

- Dobar Dan! (Good afternoon.) – Kako si? (How are you?) – Dobro sam. (I'm fine.)
- Dobro večer. (Good evening.)
- I'll introduce myself.
- Purpose and procedure of the study: -want to study the experience with CP
- Sign informed consent
- Documentation sheet on the background of the interviewee
- Explain recording (anonymity)
- Timeframe: appr. one hour
- Do you have any question?
- Možemo li početi? – Can we start?

Topic	Key question	Detailing question	Cognitive interest
1.1 Intro- ductory question	When you were a teenager, what kind of job did you dream of?	Why was this kind of job attractive for you? Have your dreams and expectations changed since then? What were the reasons for these changes?	Aim: Relaxation of the interview situation, enable easy start
1.2 Expec- tations for a job	What are your expectations with regard to a job?	-What is your imagination of a good working place? -What do you expect from a good employer? -How important is it for you to have a safe job? In what relationship should the aspects of income and the	What does the individual person expect from a job and an employer

		exercise of your abilities be at work?	
1.3 Formal education	What is your educational level?	-Why did you study this subject? -Would you study the same thing today? -Did you finish a job training? -Why didn't you go further? -What is the degree of employment in your family?	Level and subject of education of the individual person
2.1 CP-participation	How did it happen that you participated in the CP programme?		Transition to the topic
2.2 CP-expectation	What expectations did you have about the CP?	How were these expectations met? What arguments motivated you to participate in the CP?	What expectations did the individual person have in advance of the CP?
2.3 CP-personal effects	Did the CP support you personally (not with regard to employment) and, if yes, why? ('Support' is more connected with finance. Clarify in	-What effects did the CP have on your self-confidence? -To what extent was the CP encouraging for you? - To what extent has the CP contributed to appreciation? -To what extent (why) is it good to know yourself and your abilities?	What personal benefits did the individual person have from the CP? (Recognition, Acknowledgment, respect)

	advance with translator.)	<p>-Did the CP helped to find out further steps and objectives for your life? How? And which steps or objectives?</p> <p>-Did you experience any other changes after the CP?</p>	
2.4 CP-Impact of competence perception	Did the CP change the way you see your own competences and strengths?	<p>-How did the CP make you aware of your competencies or traits (personal characteristics)?</p> <p>-Which competences did you discover (e.g.)?</p> <p>-What experiences did you have with the discovered or consciously made competences?</p> <p>-If you think about your self-confidence right after completing the CP and now, has it changed?</p>	Which competencies became more aware through the CP?
2.5 CP-sustainability	Do you see any change in your life because of the CP? If yes, which?	<p>-To what extent do you use newly discovered or consciously made skills long-term?</p> <p>-Could the CP be useful otherwise? And why?</p>	Sustainable effects of the CP
2.6 CP-critic	What is your personal opinion about the CP?	-To what extent would you recommend the CP? Why?	Are there any suggestions for improvement?

		<p>-Are there any parts/questions of the CP that you consider more important than others?</p> <p>-Are there any parts of the CP that were difficult or incomprehensible that needed to be changed?</p>	(100% of quantitative Research would recommend)
2.7 CP-counsellor	Which function did the counsellor had in the progress of the CP?	<p>How did your counsellor help you?</p> <p>Are you able to complete the CP on your own?</p>	Repetition of CP, self-reflection
3.1 Employment-changes of status	<p>Which steps have you taken in your professional life after completing CP?</p> <p>(Alternative: Did your employment situation change after you did the CP?)</p>	<p>-Alternative: Did you change your employment status after completing the CP?</p> <p>-Were adequate jobs available for you?</p> <p>-Has the CP affected or impeded changes in your employment status? Why?</p> <p>-Which influences / competences have contributed to the change in your employment status?</p> <p>-Have there been setbacks in the application process and, if so, why?</p> <p>What else has impeded or supported to get a job?</p>	What was the reason for changes in the employment status of the individual person?
3.2 Employment-	Do you think the CP helped you	-To what extent do you feel/did you feel encouraged	How did the CP influence the

CP impact of application	when you applied for a job?	<p>to look for a job or to try out new work areas?</p> <p>-To what extent could competencies, (has become aware by the CP), help you in the application process?</p> <p>-Did you attach your CP to applications? (Why not?)</p> <p>-Are you using the skills recognized by the CP for your applications? (Why not?)</p> <p>How important are special competencies for jobs, that you applied for?</p> <p>Did you not apply for jobs, because of special requirements? Why?</p> <p>Was another education or other competences required?</p>	application procedure of the individual person?
3.3 Employment-social environment	Did the contact with the counselor or other participants of CP help you with your employment?	<p>-Have contacts with certain people of your social network affected your job search?</p> <p>-What else helped you to find a job?</p> <p>-Do you think it is necessary to know certain people to get a job in BiH?</p>	Support from the social environment in the job search
3.4 Employment-	How did the companies (employer) respond	-How did companies react to acquired skills by the CP?	Responses of companies to

Employers response	to (the acknowledged skills of) the CP?	<p>(- To what extent do companies acknowledge (accept) competencies, certified by the CP?)</p> <p>-Are companies interested in skills acquired outside the formal education?</p> <p>-Did the response of the companies changed to this days?</p>	applications with CP (2014 CP still unknown)
3.5 Employment-future expectations	Which steps do you plan for the future of your employment?	<p>-What makes you think so?</p> <p>(alternative: What do you expect of the future regarding employment?)</p>	
3.6 Employment-self-employment	Is self-employment an option for you?	<p>-And did the CP influence it?</p> <p>-What regulations condition a possible entrepreneurship?</p> <p>Did you seriously think about self-employment?</p> <p>Do you have a business plan?</p> <p>Did you try specific steps to become self-employed?</p> <p>Could someone help you with these steps?</p> <p>Did you set self-employment as a goal in the CP?</p>	Possible self-employment of the individual person
4.1 Labour market-job specific	How do you personally experience the situation	-What possibilities do you have with your vocational	View of the labour market – job specific

	within the labour market for your profession?	qualification at the labour market? -Would the situation be different in other parts of the country? -Would it be different if you were younger or older?	
4.2 Labour market-BiH general	How do you generally classify the job situation in BiH?	-Do you know sectors that are doing well? -Would you work in this sector, that you have a job at all? (profession, qualification)	View of the labour market – general
5.1 General remarks	Are there other aspects that should be mentioned in this context?	Thank you very much for your time and the willingness to talk about these questions!	

APPENDIX B INTERVIEW GUIDE FOR THE GROUP DISCUSSION

Procedure:

- Dobar Dan! (Good afternoon.) – Kako si? (How are you?) – Dobro sam. (I'm fine.)
- Dobro večer. (Good evening.)
- I'll introduce myself.
- Purpose and procedure of the study: -want to study the experience with CP
- Expectations: Your statements to the experiences of the users
- Sign informed consent
- Documentation sheet on the background of the interviewees
- Explain recording (anonymity)
- Timeframe: appr. 1,5 hours
- Do you have any question?

Možemo li početi? – Can we start?

Topic	Key question	Detailing question	Cognitive interest
1.1 Introductory question	What goal does the CP intend in general?	What are your goals, especially in conversation with the participants, or do you have some further goals? To what extent do you see these goals achieved after the meetings?	Aim: get to know the objectives of the CP
2.1 CP-participation	What kind of encounter with the CP was, in your opinion, the best way to encourage people to participate?	How could it be developed? (advanced) -Friends -Read about it (internet) -About certain organisations -At the employment office	Best Participation tools

2.2 CP-expectation	<p>Do you consider the expectations to be achievable in comparison to the objectives of the CP?</p> <p>To what extent do you consider it to be a problem when expectations are not met?</p>	<p>Statements:</p> <ul style="list-style-type: none"> - “I wanted to add something to my CV” - “I wanted to display and organize my abilities.” - “I wanted to get to know myself as a person and to realize what I’m capable of and my competencies.” - “I might get a job when I finish it.” - “I saw it to make friends and hang out with them.” 	<p>Are expectations reachable in comparison to the objectives?</p>
2.3 CP-personal effects	<p>When you hear these statements, to what extent do you see the objectives fulfilled?</p>	<p>Effects:</p> <ul style="list-style-type: none"> -CP boosted self-esteem/was encouraging -Could do something that she was not aware of earlier - Believed more in herself -I realized that I meet a lot of conditions of jobs -It’s good to know what you are capable of -Helped as a trigger for self-employment/helped for trying new steps -One person thought that college is the only competence, but CP opened view 	<p>What personal benefits did the individual person have from the CP?</p> <p>(Recognition, acknowledgment, respect)</p>

		that this person has many more skills, like management skills, tourist guide skills, to organize an event	
2.4 CP-sustainability	<p>Are there any mechanisms that ensure the sustainability of the CP? Which ones?</p> <p>How can this thinking be maintained?</p>	<p>“after 4 years it expires”?</p> <p>Somebody wanted to have more free pages for adding new skills still after finishing CP</p> <p>“self-confidence grow after CP through new experiences”, because she “use competences daily”</p>	Sustainability of the CP
2.5 CP-critic	<p>To what extent did you perceive that the participants see themselves as the bearers of the competences and not the CP as the competence bearer?</p> <p>How can the perception be affected?</p> <p>What can help to ensure that the participants are open and honest?</p>	<p>Opinions: (many positive)</p> <p>“CP is able to find competences.”</p> <p>“It's only a question how honestly you are.”</p>	Perception of CP

	<p>To what extent do you perceive that the CP addresses/sustains a negative stigma of self-reflection in the population?</p> <p>How could this stigmatisation be changed?</p> <p>How can one support the motivation of the people so that they use/start the CP?</p> <p>Considering that they should pay for it</p>	<p>„CP is not really well received“ because people are “conservative and closed up”</p> <p>Often: “I would recommend it to every single person in BiH”</p> <p>“I recommended it to my friends, but they are lazy.”</p> <p>“not interested at new things“</p>	
2.6 CP-counsellor	<p>To what extent did you assess the competence of self-reflection of the participant after completing?</p> <p>What is necessary to support this process?</p>	<p>Quotes: “The counsellor was needed for motivation and explaining”</p> <p>“The counsellor is like a guide, who gave a bigger insight”</p> <p>“You often tend to hold back things that you don’t like. The counsellor makes you to talk and think about it.”</p>	Aspects to ensure qualitative work with a counsellor and further self-reflection

	<p>What should be done to achieve a “deep” relationship with the participant to ensure good communication?</p>	<p>-One interesting aspect: Sometimes, counsellor was a friend→easier for users to be open/share some personal things→shows good relationship needed for good results</p>	
3.1 Employment-employers and application	<p>What experiences did you have with the employers and the competency passport?</p> <p>How do you perceive the reactions of the employers in relation to the CP?</p> <p>What should be done to ensure that private companies get to know the CP better? Are there some steps?</p> <p>Are there some approaches that the public sector will be open to for the</p>	<p>“I’m not sure if CP changed situation, but it helped to present myself a little bit better.”→ No feedback of employer.</p> <p>1. Private sector responded positive (German company), only in one case</p> <p>2. Public sector not responded:</p> <p>Some not attached, because it was not asked for (public sector)</p>	<p>What was the reason for changes in the employment status of the individual person?</p>

	<p>CP? What should be done?</p> <p>Are informal and non-formal skills accepted in the economy, such as management, organizing?</p> <p>Have the response of the companies changed up till now?</p>	<p>3. Thinking it is not necessary (can it show later)</p>	
3.2 Employment-social environment	<p>To what extent could you help the participants when they were applying or looking for a job?</p>	<p>To what extent are the participants of the CP networked/connected for the exchange of experiences or ideas or recommendations?</p> <p>What should be improved in this area?</p>	<p>Support of the social environment in the job search</p>
3.3 Employment-future expectations	<p>How can it be ensured that the motivation will remain?</p>	<p>Most participants have some objectives for their future of employment, affected or triggered by the CP: Somebody “wants personal and professional grow”, “want to do a family business”, “want to start a business with renting apartments for tourists”</p>	

	What do you think about this suggestion?	One statement: “there should be a group meeting around once a year to have like a network, share experiences, ideas, because “nobody sees what happened really” and that they see where they stand	
3.4 Employment-self-employment/improvement of CP	<p>What do you say to these statements?</p> <p>To what extent is this a feasible/possible idea?</p>	<p>A lot of different statements:</p> <p>The country has no category for freelancers</p> <p>There are not so many regulations about it, you can try anything</p> <p>There is a lot of paper work to be done/a lot of regulations</p> <p>Statement:</p> <p>At the CP should be a part, if you have an idea (self-employment or a certain job to apply), that the counsellor helps you with it, help with the legal parts (some regulations), to put in a perspective that you have a certain idea for continuing</p>	Improvement of the CP
4.1 Labour market-BiH	How do you classify these statements? And how	Statements:	View to the labour market

	<p>do you perceive the economy in BiH?</p> <p>To what extent do you think that people with the CP have better chances in the economy? (in case that some competences fit to the job)</p>	<p>“market is an unwelcoming place, it is horrible”</p> <p>“favourable situation at the section graphic designing”</p> <p>“upwards perspective”</p> <p>“developing in some sectors”</p>	
5.1 General remarks	Are there other aspects that should be mentioned in that context?	Thank you very much for your time and the willingness to talk about these questions!	

APPENDIX C INFORMED CONSENT

EMPIRICAL QUALITATIVE STUDY

The Competency Passport as an Asset Based Approach for Empowerment in Bosnia-Herzegovina – An Empirical Case Study

This research will evaluate the Competency Passport (CP) in Bosnia-Herzegovina for empowerment of the citizens. The primary objective of this qualitative study is to examine the successes and limitations of the CP by considering social, political and economic conditions owing to statements of users.

I would like to ask you to take some time to participate in this study and answer questions about your motivation and participation of the CP.

CONSENT FORM

I know about my following rights:

- **My right to privacy**
I may refuse to answer a question at any time.
- **My right to anonymity and confidentiality**
I have total freedom to speak openly without any risk of consequences. In no way may my answers or any other hint in the paper give clues about my individual personality.
- **My right to voluntary participation and the right to withdraw**
I have total freedom to end my participation in the study at any time without further explanation or consequences.
- **My right to informed consent**
I have access to all necessary information concerning my role within the study and have power over agreement.
- **My right not to be harmed**
I am in no way in any danger because of my participation in the study.

I agree to take part in this study

Signature of Participant:

Name of participant:

Date:

APPENDIX D TRANSCRIPTION GUIDELINES

(.)	Short break
(...)	Long break (more than 4 seconds)
mhm	Break filler, reception signal
I will DEFINITELY	Words or syllables that are particularly emphasized are LARGELY written
=	Slurring, fast connections, stuttering
-	Word or sentence abort
{{simultaneously}...}	Simultaneous speech, overlapping
:	Strain
((laughs)), ((coughs))	Extra-verbal actions etc.
(?means)	Incomprehensible speech
[mhm, aja]	Speech of the other communicant within the speech of the communication partner

APPENDIX E INTERVIEW TRANSCRIPTIONS

APPENDIX E1 INTERVIEW 1 – NERMINA

This interview was conducted with the help of a translator.

- 1 I: When you were a teenager, what kind of job did you dream of?
-
- 2 N: She wanted to be a mathematics professor or something of the sorts
-
- 3 I: Mhm (affirmative). Ok. Why was this kind of job attractive for you?
-
- 4 N: So, it was attractive, because of the fact that she could teach mathematics [mhm] which she is interested in. And ah, because of the fact that she could actually spread knowledge. She could teach kids, suddenly.
-
- 5 I: Mhm (affirmative), OK. And have your dreams and expectations changed since then?
-
- 6 N: So, the expectations and dreams did change. She ah attended a university that had no actual link to mathematics and that's so she likes now.
-
- 7 I: OK. OK. Thank you. (.) What are your expectations for a job?
-
- 8 N: OK. So, she expects to ahm be upgraded or excel at the job. She expects ah... She will take more responsibility. [I: Mhm (affirmative)] Or she will find another job.
-
- 9 I: Oh OK. Ja. And what is your imagination of a good working place?
-
- 10 N: Ah, so a good working place is a place where she can express her competencies and her abilities. [I: Mhm (affirmative)] It's a place where- ahm (...) there is a good atmosphere, generally. And where she can be upgraded or excelled at the job.
-
- 11 I: Mhm (affirmative), OK. And what do you expect from a good employer?
-

- 12 N: (laughing) A good question. (...) So fair and just human relations are expected. Ahm, the employer should give the employees more chances. [I: Mhm (affirmative)] They should have a common goal, the employer and the employee. And ah- that he values the work that they employed us.
-
- 13 I: Ja. I understand. [B: (laughing)] That's for me the same. How important is it for you to have a save job?
-
- 14 N: Ahm, does it mean to be ah- do you mean to have a stable job or just generally say like there is no danger.
-
- 15 I: Yes, stable job.
-
- 16 N: For financial reasons.
-
- 17 I: Yes.
-
- 18 N: That was the answer. (laughing)
-
- 19 I: Ah OK.
-
- 20 N: Other things are not so important. Just the financial stabilities.
-
- 21 I: OK. Aha. Now, one more question. In what relationship should the aspect of income and the exercise of your abilities be at work?
-
- 22 N: So ahm, (.) she prefers- she has to be paid ah fairly for the amount of work that she puts into the job.
-
- 23 I: Ja, OK.
-
- 24 N: Is that what-
-
- 25 I: Yes
-
- 26 N: So, ahm surely- gladly take up the job, if it means she can learn something for, from and take something ah, if it can, you know, help her and grow. And that she can maybe excel later on another job.
-

- 27 I: Ja. Mhm (affirmative). Really? So, one point before we come to the Competency Passport: What is your educational level? (...) And then the next- (...) And then the next question is: Why did you studied it?
-
- 28 N: Basically, translation means master of food technology, food processing.
-
- 29 I: Food technology or food processing?
-
- 30 N: Ja.
-
- 31 I: Mhm (affirmative). OK. Mhm (affirmative).
-
- 32 N: What [Why] was the next question?
-
- 33 I: Why, [Why] why did you studied it?
-
- 34 N: So, she ah studied for three years and then she got her bachelor's degree. [I: Mhm (affirmative)] And she initially started studying it, because she finished a gymnasium. [I: Mhm (affirmative)] And she wasn't sure what she wanted to do afterwards. [Ja] So, she picked university ahm where the level of employment is pretty high. Like people don't usually end up unemployed. [I: Mhm (affirmative)] And later on it was interesting for her to see the whole process of like how a certain type of food [I: Mhm (affirmative).] comes to be a product. So, she ahm, so she decided to do her masters.
-
- 35 I: So, it's really interesting. Mhm (affirmative). And would you study the same today?
-
- 36 N: She would study the same thing, but she couldn't find a job in her sector. So that was a little bit disappointing.
-
- 37 I: Ja. I understand. And did you also do a job training?
-
- 38 N: She did not.
-
- 39 I: Not. Mhm (affirmative). OK. Last question from this point. What is your- What is the degree of your family, educational degree? (.) Ah, no. Sorry. The degree of employment from your family. [Degree?] The family. Brother,
-

sister, parents. [B: Are there unemployed or not?] The employment. Ja. And studied or not.

40 N: So, everyone works, but not in the field they studied for. [Mhm (affirmative). OK] Is that all?

41 I: Mhm (affirmative). That's ok. So, how did it happen that you participated at the competency passport?

42 N: After she finished university, she couldn't find a job and she needed one more thing to add to her CV to make her seen more eligible for her job. [I: Mhm (affirmative)] She didn't have very high expectations. But that is the main reason. (laughing)

43 I: I understand. What expectations, yeah, not really high, but what expectations did you have about it?

44 N: She just expected to be able to organize and display her competencies and abilities. She didn't really have any other expectations or wishes, do you know.

45 I: OK. Ja. How were these expectations met?

46 N: The expectations were met. More so than she hoped for.

47 I: Yeah. Cool. And what arguments motivated you to participate? (...) [0:13:02] So anything else?

48 N: So, she read reviews on the website from the Competency Passport. The reviews from people who actually have done it and she saw how it helped them to grow as a person and to find a job. [I: Mhm (affirmative).] So, it was an additional reason.

49 I: So then. Did the Competency Passport support you personally? And if yes or no, why?

50 N: So, the Competency Passport helped her realize her competencies and boosted her self-esteem because she did something, because she could do something she wasn't aware of she could do earlier.

51 I: OK. The self-esteem and in combination self-confidence, is there a difference?

52 N: It was self-confidence she believed in herself more.

53 I: OK. Cool. Ja. To what extent was the Competency Passport encouraging for you?

54 N: She does more things that she thought, she couldn't do before, after going through the process. And she just takes more responsibility and the Competency Passport usually makes you more aware of yourself as a person, [I: OK.] what you're capable to do.

55 I: Mhm (affirmative). Cool. And to what extent or why is it good to know yourself and your abilities?

56 N: So, in order to go for work and excel in anything, it's important to know what you can or can't do. What are your strength or weaknesses. (...) Even, in order to do new things, to take up new things, you have to know, if you're capable doing it or not.

57 I: OK. Yeah. So, did the Competency Passport helped you, to find out further steps or objectives for your life? And how- Which steps or objectives?

58 N: She realized what steps she wants to take, she wants to take further in life. And it happened with the counsellor, the supervisor, because there is a step that help- or they help you to, you know, set your goals and objectives for the future. So that was when she considers how. And-

59 I: Yeah, and which steps? What objectives?

60 N: The goal was to find a job. [I: Mhm (affirmative)] and she made up a list of tasks. She had to do in order to fulfil that goal.

61 I: OH, ja. Cool. Did you experience any other changes, because of the Competency Passport?

62 N: She thinks differently, when she does something she thinks about it, if it's gonna benefit her later, if it's gonna take something from it and how it's gonna affect her. It has affected her abilities, is it gonna become a competency later in life. And she has a whole different perception of-

63 I: Ja, sounds great. Ahm, ja. Did the Competency Passport change the way you see your own competences?

64 N: Earlier in life she thought that she did something, just because she had to do it. She was unaware that it was actually a skill or competency she possessed.

65 I: Yeah, Mhm (affirmative). And, which competences ahm discover, maybe?

66 N: Organization was a very important one. She could organize- She realized that she can organize time with people. She realizes that she could ahm (...) transfer knowledge onto other people and ah she realized some of the competencies she picked up at the university when she studied. She realized, she could organize information better to differ what's important from what's not.

67 I: Mhm (affirmative). And how does the Competency Passport make you aware of these competencies?

68 N: Through the process of self-reflection, she became aware of things she did before. And by repeating something, you realize that you actually know how to do it. That it's a competency she possesses.

69 I: What experience did you have with the discovered or consciously made skills or competences?

70 N: What experience do they have?

71 I: The discovered competences. What experience-

- 72 N: Because she works alone with the time, she realizes she has organisational skills. She manages time and she manages relations with another company they have, they work with. So, those really competencies they were consciously made during the process. She was unaware of them before.
-
- 73 I: Mhm (affirmative). OK. When we go back to the self-confidence, so it changed a little bit with the Competency Passport. But when we now compare it at the moment after the Competency Passport and now, does it change, or does it have any change? The long-lasting process.
-
- 74 N: As she said prior, she became aware of certain things that she was doing more. She realized they were actual competencies. And her self-esteem actually grew upwards.
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- 75 I: Yeah, Mhm (affirmative). Do you see any change in your life, because of the Competency Passport? And if yes, why? And ahm, so with the ongoing process, so, when you see it now?
-
- 76 N: What was the other part of the question? Do you see change?
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- 77 I: Do you see any change in your life, [B: Ja.] because of the Competency Passport? So, we have the made aware competences right after the Competency Passport. But now. There was a time between. Are there other changes? Were there any changes?
-
- 78 N: There are changes, because of the change and thinking and because of the grows as a person.
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- 79 I: Yeah, Aha. What is your personal opinion about the Competency Passport?
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- 80 N: It's beneficial for employment and it's beneficial for self-growth- for personal growth, [I: Mhm (affirmative)] because you learn certain things about yourself, during the process. It helps her later on in life with the job and other things. And you actually have the Passport itself to help yourself- to help grow more.
-

- 81 I: Mhm (affirmative). And to what extent would you recommend it?
-
- 82 N: She will recommend it to everyone, [I: Cool.] to ahm actually think about themselves, their own capacities and abilities. To make themselves aware. (...) So, she would- Especially younger people who have just finished high school and while they still choosing the university to go to, maybe it will be good to know what are you actually capable of.
-
- 83 I: Yes, of course. And are there any parts or questions of the Competency Passport that you consider more important than others?
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- 84 N: Every segment, every aspect of the Competency Passport is equal and relevant and important, especially in the process setting goals.
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- 85 I: And are there any parts of the Competency Passport that were difficult ahm, yeah, that they need to be changed?
-
- 86 N: There were really no difficult parts. She had a really good counsellor and she was able to go through everything with her.
-
- 87 I: Perfect. Now, we are at the counsellor. Which function did the counsellor had in the progress?
-
- 88 N: The counsellor was a psychologist. She explained the questions and she made her aware of certain competencies.
-
- 89 I: Aha. OK. Cool. And now, to what extent do you think that you can complete the Competency Passport on your own?
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- 90 N: There is a part of the Competency Passport that they have to do with the counsellor and a part that they can do by themselves at home. So, fifty-fifty.
-
- 91 I: Ja. OK. Now, we are at the second big part. So, this is the big part of employment. Which steps have you taken in the professional life, after completing?
-

92 N: So, ahm she- like she said prior, she set certain steps in order to get a job. She actively worked on them and when meeting with the employer, she actually presented all the competencies that she had proofed for. As she works, she actually proofs the case that she has all the competencies. She said she had.

93 I: So, it was successful, the meeting with the employer?

94 N: Yes. (laughing)

95 I: So, ahm. Where adequate jobs available for you? So, for your profession?

96 N: They were not. (laughing) Before or after?

97 I: After.

98 N: OK. They were not.

99 I: OK. Sorry. Did the Competency Passport effected or impeded the change in employment status? And why?

100 N: So, she is not entirely sure, if the Passport, the Competency Passport changed the situation. But she did become more aware she presented herself a little better.

101 I: Mhm (affirmative). OK. That's also the question. Which competences have contributed to the change in your employment status?

102 N: She is not sure. [I: OK.] Her employer didn't tell her which.

103 I: OK. Ja. It's OK. Have there been setbacks in the application process? And if yes, why? (...) You applied and then the employer said: Yes. You are right. Or? [B: (laughing)] Are there setbacks? So, did she applied and then a setback and then again applied and...

104 N: She applied for multiple positions. Some companies haven't even gotten back to her. Some interviews were successful, but to worse successful.

105 I: OK. What else or what has impeded or supported to get a job? So, why did you get the job?

106 N: Repeat it.

107 I: Yeah, supported. What- Why did you get the job?

108 N: She doesn't know.

109 I: OK. Ja. Sometimes, the employers say: You are right, because of this point. OK. To what extent did you feel encouraged to look for a job or to try out new work areas?

110 N: She was encouraged, because she came, she became aware of her own capacities and what she could do, to find a job.

111 I: OK. Ja. That's really fine. And did you attach your Competency Passport to the application?

112 N: She did.

113 I: OK. (.) Ahm. How important are special competencies you applied for? [N: How important?] How important are special competencies?

114 N: She is not sure, because hasn't gotten any feedback from her employer and she thinks that maybe the employers aren't actually even aware of themselves how important some competencies could be, can be.

115 I: Mhm (affirmative). OK. Did the contact with the counsellor or with other participants of the Competency Passport helped you with your employment? To get it? [N: Did the- some of-] Yeah. Did the CONTACTs with the counsellor or-

116 N: Ah, contact. OK. (...) The counsellor helped her actually with her CV after the Passport or actually the process of the passport. [I: OK. Yeah.] So, maybe that effected the employment.

117 I: And other people from your social network?

118 N: No.

119 I: Did you think, it is necessary to know certain people to get a job here?

120 N: Ja. Yes. (.) Here it's actually very important to know certain people in order to get a job.

121 I: OK. Yea. You told me, you got no feedback of your employer. Did he respond in any way to the Competency Passport?

122 N: No. [I: Nothing.] There was no response.

123 I: OK. Yeah. OK. Do other companies you applied for- more jobs do other companies respond to it?

124 N: No. She doesn't have that information. However, when reading the reviews on the website she ahm saw that's, that in some cases the employers actually did have a reaction to the Passport Competency. But that wasn't the case in her situation.

125 I: Mhm (affirmative). OK. Which steps- What do you plan for your future of employment?

126 N: Personal and professional growth. She wants to excel, be upgraded or find another job.

127 I: What makes you think so?

128 N: The position she has now isn't as challenging as she prefers to be. So, she wants something that meets her level of education more or something that's in the sector she studied for.

129 I: Mhm (affirmative). I can imagine. I have the same time. Ahm. Is self-employment an option for you?

130 N: So, that is a goal for the future. It's an option who does- She thought about opening maybe a flower shop or something related to the food industry. [I: Mhm (affirmative). OK.] She could make jam. (laughing).

131 I: Ja. Cool. In which way does the Competency Passport influence this thinking?

132 N: One of the things she realized she could do during the process of the Competency Passport was, she could ahm manage things and she had a close touch with writing projects during her education and a close touch with economy.

133 I: Cool. Do you have a particular business plan?

134 N: She hasn't- She doesn't have like an idea about it. But it should be some kind of a business in the future.

135 I: Did you do any steps in the direction?

136 N: So, she didn't take any steps yet. She needs a little financial support to can do that.

137 I: Yeah. Could any people, any- someone help you with that?

138 N: Not really. [I: OK. Ja.] But by planning for certain projects maybe that could be possible.

139 I: Mhm (affirmative). And do you know something about the regulations in the country, here, for self-employment?

140 N: She does know something about it.

141 I: Are they hard, or? Is it difficult?

142 N: Not really. They're not. [I: OK.] There wasn't a question in the Competency Passport.

143 I: There was a question?

144 N: No. There was not a question.

145 I: Oh, OK. So, now. The last questions. We are near through. How do you personally experience the situation at the labour market for your profession?

146 N: So, there aren't many positions to work in. New positions were only open. And it's usually hard to apply for certain jobs. The industry isn't actually really strong.

147 I: Mhm (affirmative). Would the situation be different in another part of Bosnia Hercegovina?

148 N: Maybe it would.

149 I: Mhm (affirmative). OK. Would it be different, if you were younger or older?

150 N: Maybe, the situation would be different, if she was older and had more (.) [I: Experience?] experience. Work experience.

151 I: It's hard for young people. I see. And how do you generally classify the job situation. So, you talked about the- which sector? The [B: Which?] The sector you talked about. [B: Food.] Food. And are there other sectors which maybe go better?

152 N: Before that?

153 I: So, before that. Ja. This one generally.

154 N: It depends greatly on the education. If you have a lower educational level, you can easily get a job. Like- But ahm it does depend greatly on the sector them self, because ahm the IT sector, for example, doesn't have many unemployed people, if any. While other sectors do have a lot of unemployed people.

155 I: OK. And ahm. Would you work in the IT sector that you have a job at all?

156 N: She would work there, but she doesn't have the abilities and competencies to do it.

157 I: Yeah. Mhm (affirmative). Are there other aspects or any ideas, information that you- should be mentioned in that context? In the whole context.

158 N: Does this question regard everything we discussed or just the last part?

159 I: Everything.

160 N: So, employers aren't up to know how important the Competency Passport is. And steps should be taking in order to make them aware of the importance. And younger people should also be aware of what they can do. They should be able to go to, through the process of self-reflection.

161 I: OK. That's it. I also think so. That's really it. Thank you for your time.

APPENDIX E2 INTERVIEW 2 – NAZIMA

This interview was conducted with the help of a translator.

1 I: First question is: When you were a teenager, what kind of job did you dream of?

2 N: OK. So, she was a child, she originally wanted to be a police officer [Mhm (affirmative)] and while she was [cool] growing up, she didn't have any specific wishes. But at the end of her- at her fourth high school year, she did a graduation paper on ahm GMO food. [Mhm (affirmative)] And that way she realized she wanted- she was interested in food technology, so food processing. And she later started on studying at the university of food technology, so food processing, which is something which she does today, because it's connected to GMO.

3 I: Mhm (affirmative). Why was this kind of job attractive for you?

4 N: So, it's not only about manufacturing product at some- it's about tracking the whole process, how raw goods become an actual product. It's tracking how the food is made. What steps need to be taken for the food, to be healthy and safe. So, you never know what you're gonna do. [Mhm (affirmative)] ah, it's never the same, it's not monotonous

5 I: This sounds really interesting. And what are your expectations for a job?

6 N: When she graduated from university, she tried ah- she couldn't find a job within the field she studied for. And even after taking ah the master's degree,

she ah still couldn't find a job and she ended up working as an economist, which is a very monotonous job, because every day is the same. There is no change. Usually just [really] ja, usually just have to file reports and that's about it, while in food technology or food processing you need to- you never know what you might get out of some chemical reaction. It's never the same. [Mhm (affirmative)] So ahm she realized that any other job besides which she studied for is just a wasted time, because food technology or food processing is the only thing which interests her.

7 I: OK, ja. I see. And what is your imagination of a good working place and a good employer?

8 N: So, because of the industry itself, she applied in various places for various positions ahm in numerous towns in Bosnia as well as Serbia and also in Croatia ah in places around Zagreb. [Mhm (affirmative)] Ahm, it doesn't matter where ah, where she could work or what the position is, she just wants a relationship with her employer that is fair and just. [Mhm (affirmative)] So that's it.

9 I: And what's about the colleagues, other persons?

10 N: (laughing) Ahm, as an economist, she worked as a third-party logistics and at the place she worked ahm everything was fine as long as she had a good relationship with her boss. [Mhm (affirmative)] Ahm, but the problems rise when she- ah when they wouldn't let her express her ideas freely. And she was also underpaid for her job. [Ja, Mhm (affirmative)] Ah so, when the project, she was originally signed for, finished, ah she wasn't offered to continue working at the same place, which is a good thing. And it's important to have a good relationship with a boss as well as colleagues, ah a healthy ah- Well, maybe a close-knitted, well-functioning workplace is essential. No matter the pay, because, when you know that the people around you are good, that they can help you, that you can rely on them, it doesn't matter. Ahm the income itself doesn't matter as much.

- 11 I: OK, ja. Ahm. OK. That's really good this answer, because you're talking really much about it. So, I can skip really some questions. Ahm, yeah. The educational level I know now. Ahm. So, this now. Answered this. Perfect. Did you finish a job training, next to your university?
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- 12 N: So she had a sort of a praxis or training before she got her bachelor's degree. She was required to ah do 100 hours at a laboratory for food analyses. [I: Mhm (affirmative)] (...)
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- 13 I: That's it? OK. Yeah. Now, the last question before we go to the Competency Passport, Pasos Kompetencija. What is the degree of employment of your family?
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- 14 N: Both of her parents have only finished high school. Her dad is a mechanic, car mechanic. And she- her mother is a forest technician. [I: Forest technician?] Ja. [I: For forest something?]
-
- 15 I: How did it happen that you participated at the Competency Passport program?
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- 16 N: She originally was introduced at Competency Passport at an organisation called "NAHLA". There she finished an education for administrative jobs. Ahm, Kerima, a person who works there, introduced the Competency Passport during a certain class. It served for helping them find a job. And she decided to complete the Competency Passport more so for herself to get to know herself as a person, to realize what she is capable of and her competencies.
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- 17 I: And, how were these expectations met?
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- 18 N: She didn't really have any expectations. She wasn't doing it just to find a job. She just wanted to know where she stands, what she can or can't do.
-
- 19 I: Mhm (affirmative). OK. Do you know now, what you can and what you cannot do?
-

20 N: So, she has had a job for fourteen months and ahm while doing it, Kerima suggested that she actually takes a look at the Competency Passport again, to see, if she acquired some new competencies. [I: Ja.] Which she did. And when you look at it, the Passport itself do realize like how many things a person does. (...) How much of the competencies she actually possesses. They were written down on paper. And the Passport itself makes a lot of sense.

21 I: OK. Now we have- I have some particular questions. Maybe it sounds a little bit the same. But we will see. Did this Competency Passport support you personally? And if yes or no, why?

22 N: So, it did, because when she finished the job and actually took to look at again, to look at the paper on which her competencies were written, she saw that- she saw how many she actually, how many things she possessed. And when she searches for a job and sees like requirements for certain area, she realized, she realizes that she can meet a lot of those things. That she already has some qualities.

23 I: Cool. Yeah. Wow. And ahm. What effects did the Competency Passport have on your self-confidence and your encouraging? How does it encourage you?

24 N: The Passport itself didn't actually change anything. It didn't boost her confidence. But the process, the meetings that happened with her counsellor, actually meant a lot, because she didn't see it as just ahm an obligation to come and maybe talk about something. She saw it more so as a psychological meeting that helped her to get back to something that she went through or has done. So, to realise how things are connected in a certain way, so the process of actually making the Passport more beneficial for her. But the paper itself doesn't hold any meaning.

25 I: Ja. I can understand. And to what extend is it good to know yourself and your abilities?

26 N: So, when you're looking for a job, it's really good to know what you can do. So, you can realise how far you can actually can go, how much you can take. It's good to know what characteristics of a certain job you can meet and how you can function there. [I:Mhm (affirmative)] But regarding some other things in life, sometimes it may not be so good to know all of your abilities, all of your flaws maybe. You know. It's not always good to know everything.

27 I: Aha. Why do you think it's not good?

28 N: She is usually a stubborn person and she is aware of that. But when it came to having arguments with people close to her, she would sometimes let go or just stop in general. And the reason why it's not good to know everything or believe in certain things, believe that you're just in one way is, because if she believes that she was so stubborn she probably would up let those arguments turn into actual fights. Whereas there was a moment when she realised that she is not as stubborn and she able to let go.

29 I: Ja. OK. I can see. Did the Competency Passport helped you to find further steps or objectives for your life? (...) And how- which?

30 N: She originally did the process, the passport while she was working. And she did it for a whole year, because she often couldn't find time to come to the meetings, because of work. And while she was working the Passport itself didn't represent much. It was only more so to realise the things about her to, you know, see that's there. It actually helps of significance, when she stopped working. But while in the process, she didn't actually make any set goals. She didn't make any objective for the future. She didn't have an idea like, oh I could work at this place for example.

31 I: Yeah. But did the Competency Passport changed the WAY you SEE your own abilities or competences?

32 N: So, the Passport helped in terms of remembering certain things that she did before. She realised how many times she was able to help a person that she wasn't selfish, that she was actually willing to help. So, that was good. But

ahm, it didn't actually- the paper itself didn't necessarily changed the way she looked at herself. The main part of the Competency Passport that was significant where actually the meetings. And everything else that came with was just a bonus.

33 I: Ah. OK. To the counsellor we will come later. We are still at your competences. Which competences did you discovered? (.) so, two, three.

34 N: (laughing) (...) She realised a lot of things. She found a lot of competencies. And while she was aware in the back of her mind that those things were there, she didn't necessarily realise that they were actual competencies. That they were things that make up her as a person. Not just things that, you know, came as a onetime thing. For example, she realised- she didn't know just how willing she was to help a person in how many times. And she didn't realise that she would rather accept another person's opinion, if she liked it or found it better rather than forcing her own opinion onto that person.

35 I: Mhm (affirmative). And how does- Or did the outcomes, the output of this process changed from the moment when you completed it till now, were there any changes? Yeah. The output, is this- what you recognised, so, the output, did it change till now? Do you see it now different?

36 N: The general output didn't change. But she did- ah realized that she might have some other competences that she wasn't aware of before. She started working during the process of the Passport. So, her job actually helped her realize some of the competences she had, thinks to the situations that happened. And just dealing with the job and the surroundings there, she later on realized somethings weren't written down on paper.

37 I: Ja. Do you use your competences which are now a little bit more aware, which you recognised, do you use them in another way now or more than before?

38 N: What do you mean by in another way?

39 I: Ja, maybe you are now more- you recognised these competences and before you not used the competences really. But now you know it. You are more acting with it.

40 N: That doesn't happen. She doesn't use certain competences more, just because she knows she has them. She is just a really spontaneous person.

41 I: OK. Could the Competency Passport be useful otherwise, in any other way?

42 N: The competencies do help firstly for applying for a job and then secondly as it was mentioned prior just see where she stands. [I: Ja.] To see what are her competencies and just to know what she can or can't do. There is really no third way.

43 I: OK. And, what is your personal opinion now about the Competency Passport?

44 N: She was delighted by the process. But she thinks, she wouldn't be as delighted if Kerima wasn't her counsellor, because ahm it was because of her that she took up the Competency Passport. And she had- She was lucky enough to, you know, have her as a counsellor. She became close to her very much during the whole process. And she is not sure if it would be as good if Kerima wasn't her supervisor, her counsellor.

45 I: How did you describe the function of her counsellor, of Kerima?

46 N: Kerima was extremely good at her job. She was able to tell her counsellor at lot of her life. In general, like for example when Kerima asked of something that happened she would remember and tell her a lot of things of her life. And throughout these stories, Kerima actually helped her realised her competencies. So, she can really describe how thankful she is, Kerima and how good she was at her job.

47 I: Do you think you could do it without a counsellor?

48 N: She could do it on her own. Ahm, while she was doing it with Kerima, Kerima usually gave her sorts of homework. For example, if they filled in one area together, she would have to fill certain areas that connected to the same field at home. So, for example, because she was being- because she had those classes to get ready for a job there, they would for example do something related to a job, while they were in the meeting. And she would have to do certain fields related to her hobbies at home. They would always run through it together. And if they found a new competency they would sometimes go back on certain things they filled for.

49 I: Ah, OK. And to what extent do you recommend the Competency Passport?

50 N: She already has recommended the Passport to a few people. People who couldn't find a job as well as people who switched jobs often. She didn't exactly go around to tell everyone about it. But she did- recommended to a few people.

51 I: Mhm (affirmative). OK. Cool. So, the last question before we come to the second big part. Are there any parts, questions that you consider more important than others and are there some difficult parts? Or were there some difficult parts at the Competency Passport?

52 N: Everything was hard to do, because she hadn't met the concept of the Passport before and she necessarily didn't have any idea how to do it. No parts were more important than others, because everything was equally as important for a job. Her family, her hobbies, education, everything. She had the freedom to do, go over certain parts by herself that she didn't necessarily get to when she was with Kerima. But she sometimes didn't do it, because it was hard. (laughing)

53 I: I can imagine. I started it some days before, because I wanted to do it on my own. I see, it's difficult. OK, now. The employment situation. Which steps have you taken in your professional life, your employment life after completing the Competency Passport?

54 N: So, she didn't necessarily take any steps because of the Passport. She was already working when she finished the Passport. And it was just a consequence that she wanted to change her job, because of certain disagreements with her boss. She hasn't been working since the start of this month and she is currently searching for a job within her field of her studies. So, no steps were taken, because of the Passport or just after the Passport.

55 I: So, when you started the Passport you were already working? [N: No.] And this not, but then later on? [N: Yes.] Mhm (affirmative).

56 N: So, when she started the Passport she started it, because she wasn't working and she wanted to see what she could do or couldn't do. Because the process was pretty long, she actually got a job in the meantime.

57 I: Mhm (affirmative). OK. So, yeah. The question that the Competency Passport has affected your employment status it's not relevant? [N: No.] Mhm (affirmative). (...) OK. (...) OK. So. Ja maybe this question. To what extent did you feel encouraged to look for a job or try new areas, work areas after the Competency Passport.

58 N: So, well, she was doing the Passport. She actually had a job. It wasn't really into her field of studies. So, she didn't need the Passport to have the courage to apply for something she didn't necessarily studied for. It was- she- The job itself came on it some- even when she- even before she finished the Passport.

59 I: OK. Mhm (affirmative). And did you apply from the point of the Competency Passport till now in any job? In any other job?

60 N: She ah- She didn't neces- She didn't necessarily ahm- She never attached the Passport to any applications. She has applied for numerous jobs. And it felt good to know that she possessed some of the qualities that were required for the job. But she never actually decided to touch the Passport to the application. If someone was to ask for validation that she was for example a team worker, she could go back on her passport. [I: Mhm (affirmative), ja.] But she

well, one stating on her CV that she was for example a team player she would maybe mention some of the volunteer work that she did. So.

61 I: OK. And the reason why you are not attached it?

62 N: The reason she didn't attach it was- is, that is, because employers usually require only a CV and a motivational letter. Ahm, she didn't even attach her certificates, her university diploma, anything of these sorts, because that's usually required later. For the beginning it's only the CV and that letter.

63 I: Mhm (affirmative). OK, I see. And how is it with special competencies? Are there- Or, how important is it to have special competencies for the job, you applied for?

64 N: It ah, the competencies them self, ah themselves, didn't often matter as much as work experience, because employers usually have the mindset that you're going to be for example a team player just, because they need you to be a team player. As a nation we don't have- we didn't realize that it's often important to view someone psychologically, in order to see, if they can do something or not. Employers just usually only look at the work you experienced and that's it.

65 I: Mhm (affirmative). OK. Could be proved. Can be better. The employers have to learn something. Yeah. Have contacts with certain people from your social network, so social network, family, friends, these persons effected your job search?

66 N: So, she worked for five years while studying in- she did promotions. And it happened that people often would pity her which is another ahm national mindset thing, because she worked for- she promoted things. It was necessary to have knowledge about a certain product. And people pitied her, because she didn't go to university and get a normal job. She was doing what she was doing. But they didn't realise that she was for example by that time a masters. A master of the field she studied for. So, after her bachelor, she actually decided to look for a job. And at that point she did everything on her own. And she

did- she sent out CV's to certain industries that were connected to her field of studies. She applied wherever she saw fit. She only asked around, if there were certain positions that people knew about, that she could apply to. And she- the help and the affirmation of her social network actually appeared more when she finished her masters. Then her- her- people in her surroundings started encouraging her to get a job. Started asking her, if she worked anywhere, would she work in a certain place. And as ah recently, when she quit her last job, people have started helping her more intensively. So, her close friends, her boyfriend, her parents started actively searching for jobs for her. And sometimes it feels as if they- they are more involved in the process than she is.

67 I: Ah. OK. But were there adequate jobs available for you, at the moment?

68 N: What was the last question?

69 I: If there were adequate jobs available?

70 N: OK. Because she has a degree in food processing and technologies and she actually worked for fourteen months as an economist, it's pretty difficult to find a job, because she has experience as an economist, but when there is a position open that looks for an economist, she can't apply, because she doesn't have the degree. While, she can apply for her field of studies either, because she doesn't have experience there. But during the time that she spend working, ah studied, her professor on her university actually saw her struggle essentially and she is currently waiting for information on a certain job she could apply for from that professor. And ah people generally surprised to see that she can't find a job, because she is a masters in her field of studies. Maybe, soon to be a doctor. And she is still can't find an adequate job.

71 I: Aha. I understand. Ja. I will also maybe face such situation. I will see in the future. (...) Ahm. OK. You not attached the Competency Passport to any application. You also not have some experience about the employers? How the employers react to it?

72 N: No.

73 I: OK. Only some questions left. Ahm, ja. Which steps do you plan for your future for employment?

74 N: So, she, as mentioned, she did apply for some jobs and she is waiting for information from that professor, what is essentially her dream job. But if she is not able to find a- is, she is not able to apply for that job or isn't able to apply- isn't able to find a job within the next three month which is a goal she set for herself, she will maybe see, maybe finish masters in economy and maybe, you know, and pursue that way. But she doesn't really give up. For example, if people need an economist and she hasn't- she doesn't have the degree or maybe the job experience that is necessary, she will still apply, if she sees that she fulfils the other requirements for the position that is open.

75 I: Mhm (affirmative). You're applied for some other jobs? So, did you got a negative answer from some? And do you know why?

76 N: So ahm, the jobs that she applied for where usually through a site posao.ba and when companies look for employees by a certain agency, then she usually gets feedback that she doesn't satisfy some requirements. But when companies themselves send out applications, she doesn't always get feedback. She has only got feedback that way once. And it was when the director himself actually emailed her and told her that they need an agriculture engineer, while she was a food engineer. [I: Yeah.] But he actually told her that they were keep- that they would keep her application in case that position was open. So that was only the time she gotten feedback- she has gotten feedback.

77 I: Ja. Sometimes it's good when they keep it. I know it from my work. They are also keeping it and sometimes they are really calling the people then.

78 N: In Bosnia not.

79 I: Not really? OK. Sorry. So, now a question to self-employment. Is self-employment an option for you?

80 N: She thought about starting her own business in the field that she studied for. But practically takes some actual experience from companies. So, she can see what to do, if something goes wrong, because at the moment she only knows this in theory. She didn't actually have the opportunity to see being done or didn't have the opportunity to do it for self. Ahm so, and it takes a lot of means to actually starts something within her own field, because the machines that she would need or often very expensive. And she has a thought of a doing ah starting a business that isn't related to her field of studies. But she doesn't really have the courage to do it.

81 I: OK. But do you have a business plan? So, a detailed business plan?

82 N: She doesn't have a written plan. She has it in her mind.

83 I: Mhm (affirmative). OK. Ja. Does the Competency Passport in any way influenced the thinking about your self-employment?

84 N: Don't.

85 I: Dou you know something about the regulations from the country to start a self-employment? Is it hard?

86 N: There are a lot of regulations and it's essentially hard to start a business, because the state itself separated into two entities and there are a lot of papers that she needs to get before starting anything. But, if she wants to start a business herself, she would make sure that she can do all the payments herself. [I: Mhm (affirmative)] That she can essentially do everything lovefully. [I: Ja. Mhm (affirmative).] There is an example of how different the entities are. For example, in the Federation regular salt has a three-year expiration date. While in the republic, there is a two-year expiration date. It's the same process of making just different packaging. But the expiration date is different.

87 I: Aha, OK. I see. OK. Now, we- Last questions. How do you personally experience the situation at the labour market for your profession?

88 N: It's a catastrophe. Industry is here often close then they open. For example, we import a lot of more water than we actually export to other countries. Even so, we're one of the few countries that has a lot of clean water. It's hard to maintain anything here. She can only hope that her- that the industry she studied for will actually survive.

89 I: Ja. So, would the situation be different to other places in Bosnia Hercegovina?

90 N: There is Tesanj where there a lot of ahm- it's an industrially developed city and it has a lot of industries going on inside it. And there is also Visoko which has a lot of family companies. Companies running by families. For example, there is certain companies that deal meat processing and they always need a technologist for that. So, those the only two places there actually good.

91 I: And would the situation be different when you were older or younger? The age

92 N: In what sense different?

93 I: When you apply for a job. When you are searching.

94 N: Regarding age situation wouldn't actually be different. It only takes work experience and employers here often not logical when it comes to that for example. They would rather have someone ahm- It will be perfect that they could have someone who is twenty years old but has thirty-five years of experience. (laughing)

95 I: OK. Must be born. Do you know any sector are doing well? Economic sector or agriculture.

96 N: So, she doesn't really pay much attention to other industries. So, she is not sure. But she has read that wood processing has- became- Ja, has a significantly growth in the past few years. But for example, we're a country that imports a lot of things we have made here. For example, milk, meat, cheese, water.

97 I: Mhm (affirmative). I see. And would you work in this sector to have a job at all? (...) Would you work in the wooden sector that you have a job at all?

98 N: So, up until this point it was unimportant in which sector she worked in, but is important now, because she wants to work in her field of studies. Mainly, because she stopped everything in here doctor studies. She has to do a dissertation and she doesn't wanna figure subject yet, because if she works in another field, then she actually has to research it a lot. And that takes of financial resources. But, if she couldn't actually work in her field of studies that will be good, because she could write about things that she does in her- on- in her job.

99 I: Ja. OK. Yeah. Do you have any aspects or something that you should or want to mention in this context? The whole context what we speak about.

100 N: No.

101 I: Is anything important for you about the Competency Passport which was not asked here?

102 N: No.

103 I: OK. It's fine. Thank you, a lot, for your time.

APPENDIX E3 INTERVIEW 3 – BAHIRA

This interview was conducted with the help of a translator.

1 I: Možemo li početi?

2 B: (laughing)

3 I: OK. When you were a teenager, what kind of job did you dream of?

4 B: So, she always wanted to be a law graduate and she [// Law?] Law. [Law graduate.] Yes. Graduate. She graduated from the university here in Eastern Sarajevo in 2009 [Mhm (affirmative)] and since then she is actually been in

ahm into some jobs that requires like teaching but that the law graduate, the graduate ah job was always her dream

5 I: Ah, OK. So, did it change over the time?

6 B: (laughing) No, she would be a doctor.

7 I: OK. I can imagine. (.) So, what are your expectations for a job?

8 B: She would actually want to find a job in her field of studies, but she can't, because there are a lot of law graduates here currently. A lot of them are unemployed and there is- she also thinks that she might not have like an actual chance.

9 I: OK, wow. And what do you expect from a good employer and a good working place?

10 B: And, so, there is no bad employer. Every employer is good, because she does her job very efficiently. She always does, which she is asked to do. Ah in the way it should be done. [Mhm (affirmative)] And no employer can, or work, or job can actually be bad, because she believes that she can do it correctly. [Ja.] Because in law there is no like multiple ways to do it. There is just the right and the wrong way. And when it comes to an actual work place. She believes that a good work place is where people are friendly but everyone [Mhm (affirmative)] does their job, what there asked to do. It's not a- It shouldn't be a problem to help others, but it's best when we fulfil our obligations.

11 I: OK. I see. And how important is it for you to have a safe job?

12 B: It is.

13 I: And in what relations should the aspects of income, the money and your exercise of abilities be at work?

14 B: In most institutes and companies here, pay is usually set by percentage of work you do. So, those are set numbers, you can't really change them. For example, she worked as a secretary in a pretty big school and another smaller

school. And the amount of job that she had to do in the bigger school versus the smaller school was ahm you know, you couldn't ahm- it was incomparable. [Ah, OK.] But the pay was almost the same. [Mhm (affirmative)] And the general pay for law graduates is actually pretty good. You can live comfortably with even the starting pay. Obviously rises with her experience and how good you are. [Mhm (affirmative)] But ahm in general the pay for her field of studies isn't all that bad. [Ja.] Compared to some other fields for example.

15 I: Mhm (affirmative). OK. Did you also finish a job training next to your university?

16 B: She had no job training, because when she finished in 2009 it was still the university where she finished still taught by the old system. So that system has been around ever since the generation that came after the war. It was always the same. You needed to study, finish for exams and that was it. They had no like job training. They didn't introduce you into how the process of what you were studying for run. But the newer generations now actual have sort of a training that was like introduced to the university two years after she graduated. Ahm. They can like go to courts. They can see somethings happening. They have like practical ahm sort of an examination within their learning process. They can actually see how it's done. She didn't have that opportunity sadly. Ja. There is no praxis.

17 I: Ja. OK. And would you study the same thing, the law, again today?

18 B: So, she probably wouldn't study a lot today as she mentioned before. She probably be a doctor, because there is- people do a lot of different things in the state and everyone thinks they're right. So, and law and justice here aren't at their best. So, her field of studies isn't the strongest currently. But maybe she would do it again, just because of the challenge, because it's still pulls her in a way. So, there is a 60% chance that she might still take up law today. But she is not sure about it, because there is no work.

19 I: Ja, OK. I can image. What is the degree of employment in your family?

20 B: All of her members of her family have only a high school degree. She is the only one and the first one to get a university degree. And she is an only child. So, her parents only had to invest in her.

21 I: Ja. So, you are lucky. [B: (laughing)] OK. How did it happen that you participated at the Competency Passport, Pasos Kompetencija?

22 B: So, her counsellor is actually someone she knows from her private life. It's a friend. They also worked in collaborate together in a project in the nearby high school. And the counsellor believed that she would be a good example for how the Competency Passport should be done, because there is certain stigma surrounding it, here in Bosnia. It's not well received. It's just a project that people, you know, want to get rid of, you know, just to say that they kind of finished the project. It's not something that's supported like it should be, because it's something that allows you to see who you are. And people don't see it that way. They see it as some foreign thing. There is a lot of commotion about it when there shouldn't be. It wasn't a coincidence that she was chosen, because she believed that the Competency Passport was actually something valuable. And, but another ten people from the institute of employment had the opportunity to actually fulfil it. Even though, some would say they were just chosen to fill the quota.

23 I: Mhm (affirmative). OK. And what expectation did you had about it?

24 B: So, when she had her first meeting about the Competency Passport there was, by chance held in the same café, they actually told her that she might get a job when she finishes it and that's what motivated her to like, you know, finish the whole process, to see what can do. It's a difference when you say like it could get you a job versus it will get you a job. But she was still happy to, you know, have something. She sadly didn't get the job. But she did take the whole process, because the paper itself, like the finished product, is actually really well made. And it's a sort of a biography, because it is - it actually says, like everything upon a certain person. You don't have to struggle with taking

higher gonna write your biography or CV. Like it's really- it's generally just well fit it to every person that takes it. That was the general motivation.

25 I: OK. And how were these expectations met? So, no job but were there some expectations which were met?

26 B: So, she did not get a job. But she actually had the opportunity to realize who she was. She built this sort of self-awareness. She found out who she was as a person and even there is no job, she actually knows where she stands, because someone else told her like what she couldn't- could or couldn't do, because she has a problem with self-criticism. And she couldn't say for sure like what she was good at compared to other people. And the whole process actually boosted her self-confidence.

27 I: Ja. Aha. And what do you say to your encouraging? Was then- To what extent was the Competency Passport encouraging?

28 B: It encouraged her a lot. In the beginning she was actual a little sceptical, because she felt so she was always chosen for projects like this, for social events like- Why was it only me who has to do, run through everything. [I: OK.] But ahm it actually encouraged her a lot afterwards. Even so she didn't see it immediately upon finishing the Passport itself. But she believes it's a very good thing to do to go through the whole process, to know to have this happen to you, like whether you do what, you know, with a known charge, if you have like pay for certain thing. It's always good to go through this process, no matter what.

29 I: Mhm (affirmative). Ja. I understand. I also started it. (.) To what extent is it good to know yourself and your abilities, your competences?

30 B: It's actually very good to know yourself, because then you know what you're capable of, you know, your abilities. You value yourself as a person. It's always good to know what you're capable of.

31 I: OK. Ja. And did the Competency Passport helped to find further steps or objectives for the future?

32 B: The Passport itself she believes could be something that could help set goals into the future. But her current goal is only to actually find a job which is something the Passport is actually supposed to help with to grow professionally. She could do, I don't know, for example thirty of these Passports but they wouldn't change anything in the future. She doesn't actually have a job. So that's kind of the means [I: OK:] she set for herself. And ah you know, she hopes that in the near future she actually- she'll actually be able to find a job and that she- that she'll able to use the Passport.

33 I: OK. Did the Competency Passport change the way you see your own competences and strengths?

34 B: So, it did change the way she sees her competencies and strength almost a hundred percent.

35 I: Wow. And how did the Competency Passport- how was this process? So how made it it aware to you?

36 B: She ah she realized the Passport itself has actually a few parts to it. ranging from things from her field of studies to actually hobbies which she- the segment about the hobbies she saw as something, you know, more of like what comes after, like not as important. But it was that that helped her realize how much she can actually do. It helps her in a way to accept herself and see that, you know, those hobbies are a part of her as a person. And it was actually with those things that- It was actually those things that help her realize like how many things she is actually willing to do. Like she usually saw hobbies as something has to do when she didn't have a job or nothing else to do. But, you know, she realized it's a part of me. Like it's a sort of my [I: Ja.] strength. Like I can do- I can do this as could be valuable. And ahm (...) So there is no more fear at the unknown. And she actually- the process of like building herself realizing these competencies in acquiring new ones didn't finish when she got like the paper after finishing the Passport. Like she is still, you know, open and like writes down new things she noticed about herself. It's an everlasting process.

37 I: Ja. Every time to remember it and see new skills also.

38 B: That's actually the whole point. Always acquire new abilities, knowledges and- Only that she realized that a Passport has like four-year expiry date. And after four years you have to open up a new one and start again. It's like a biography of sorts. And you know, always expends.

39 I: Mhm (affirmative). Would you tell some experiences or- some competences which you be aware now and some experiences about it maybe?

40 B: So, ahm. The best thing about it was that her counsellor was actually her friend. So, the conversations with her counsellor were always very personal. They started from her childhood and went through everything to date. They talked about literally everything. Her hobbies, how she absorbs knowledge. What she did. What happened. And through this conversation they actually managed to fill her passport. And they were able to help each other in a way, because the friend helped her to fill her passport. But she helped her friend to be a better counsellor, more understand how, you know, help people. And that was [I: // Good process.] Yes. And the relationship they had was better in her opinion than just the classic, you know, counsellor maybe interviewee relationship, because they knew each other. They knew more about it. There was no, you know, feeling that this was just a task or an obligation to do. You know, they could talk freely without worrying like did we get to this or we gonna get- or we gonna be able to get to these other things. That was- (...) So, she ah- she and her friend actually realized, you know, took into account some hobbies that she didn't really think that's important. She didn't really see them as things she could do or any competences of sorts. And you know, that's why she actually enjoyed this process so much and why she has so much to say about it. And she believes that that's why they called her to this thing, because she always supports and has a lot to say about the process, because it was actually very beneficial.

41 I: Cool. Yeah, this connection with the counsellor is really an interesting new point for me.

42 B: So maybe this wouldn't have turned out as good, if they didn't know each other. But as she said they were friends. And that was, you know, that was a very specific thing. And she actually got into the whole process, because her friend asked her. It was more so at the start of favour to her, but she actually ended up enjoying it a lot. Her friend actually knew that she does many things outside her field of studies. That many things interest her. She has- she does- She has a lot of hobbies, in general. And that was maybe why she chose her, because at the start she- her counsellor and her friend said to her, you know, we would like to have you here. I know what you do. If you find it boring you can always, you know, exit by find someone else. But I want you to go through this.

43 I: And did-you did the passport 2015. Did the encouragement, your self-confidence changed till now? So, after this process. After two years ah- three years now.

44 B: So, if they did another round of counselling with this Competency Passport, even with another counsellor, she is sure that something would have changed in comparison to 2015, because three years have passed. So, she probably acquired new things. You know, she could, you know, maybe write down what she did in the meantime. New things that happened. But ahm, it would be more so as an upgrade to the things that she already had. She doesn't believe that it would turn into a new direction. But you know, something probably did change since she finished

45 I: Mhm (affirmative). And to what extent would you recommend this Competency Passport?

46 B: She would recommend it to every single person in Bosnia Hercegovina, because it's actually a good thing to do always. But for her experience, for her surroundings it's the passport itself it not actually really well received. The people don't take it seriously, because we are still a very conservative, very closed up society. We don't open ourselves up to new things and this could be a way into the light, metaphorically speaking, because it opens up new

pathways in life that we just refuse to see a way, because people, you know, as said. They don't take it seriously, yeah. And they should- The only people who kind of took it seriously were people who usually be different from the masses.

47 I: Mhm (affirmative). OK. Ja. Some words maybe about- Are there any parts which you consider more important or are there some difficult parts from the Competency Passport that should be changed?

48 B: So, the hardest part was actually ahm getting, getting herself to talk about herself as a person. [I: I can imagine] You know, she had to sit there talk about everything that she does. Realize her hobbies. For example, one hobby of her is making biscuits or making cakes. And ahm she actually had to admit, you know, that she is good at that, maybe even want to little, you know, praise herself for being able to do that. It was hard in a way, because you know, all she had to do was sit there and talk about herself. Write down everything that she does. It was someone else, you know, like maybe talking about her or writing about her. It would have been easier, but the whole process was actually a struggle, because it was her who go through everything and say everything about herself. But that actually helped her values herself more as a person today. So that was actually the hardest thing around the passport.

49 I: I can image. To reflect the own person, it's really difficult. But it's helpful I think. OK. Now, I have some question about employment, ja topics and Competency Passport. Ahm. After the Competency Passport were adequate jobs for your, your profession available?

50 B: So ahm it's- there are a lot of adequate jobs for her as a law graduate, because- (...) There were a lot of jobs that she could work in. It's like a kaleidoscope of work places that she could do, because law graduates are needed in almost any sector here. So just in general, there has to be a lot of them, you know, she couldn't- like she mentioned, she worked as a secretary in school. She could also work in private companies, institutes, anything.

51 I: OK.

52 B: There is actually a flaw when it comes to her profession, because when you let yourself take up one area of possibilities, you actually- when you like excel in that area, you can really function in other areas. You can still do it, but you know, you never as good as the one particular, you know that as yourself off to. For example, if she started, you know, working in civil rights, she would never be as good in the criminalistic department. And the, you know, the flaw is actually that they never during there, you know, working life, professional life, they never actually get to experience the whole vastness of their studies, because they never, you know, they are not limited to certain things during their studies. But they have to be limited when they start working.

53 I: Ja. I see. OK. To what extent did the Competency Passport influence or effect your application process?

54 B: It influenced her so much that she- whenever she sends out an application for a job. (...) Whenever she sends out an application for a job, she always, you know, staples the- her Competency Passport with it. It's part of her biography. It's a part of her CV. Always, it's in every application, because she believes that it's- the primary focus of the passport should be you know, go with the application, because it has a lot to say about you know, that's- what it should be for her opinion.

55 I: How does the companies respond to it?

56 B: Employers don't really ahm pay attention to the passport when you give them the Competency Passport they usually just skip it. They don't want to look at it. It happened that she you know, through a while has usually tell people like when they're surprised that she can do something so well or that she can do something in general. Like, she always you know, goes back to the passport and said: You knew I could do this. It says right here that I could do this. Like every- I didn't, you know, give it to you, just because I wanted to give it to you. It has a meaning. It says something. But you chose to skip it of course.

57 I: Ja. (...) The employers. It's a really difficult point. Ja. OK. What do you think? What impeded in your situation to get a job?

58 B: In Bosnia Hercegovina things only run a certain way. You either have a connection to find a job or you don't have a connection to find a job. She is one of these people who doesn't have a connection to find a job. And she actually prefers to do things, you know, consciously, rightfully. She burst to be very- (...) She always does things as they should be done. You know, spotlessly. And obviously you know, people don't want these abilities I guess. Someone who has to recommend you to another person. So, it that doesn't help when you don't really see a chance.

59 I: OK. I see. This is really difficult. Wow. OK. So, I have some questions about self-employment. Is self-employment an option for you?

60 B: Concerning her field of studies self-employment is an option. But it's a very hard one, because she would have to be a lawyer. And to be a lawyer she would have to go through another exam and have at least ten years of work experience which is- which you know she can't get it anywhere, because people wouldn't except her. She finished in 2009 and by now she only has three years of work experience. You know, so with this you know, rate- at this rate you know, it would be really difficult for her to you know, get the necessary experience she would need to you know, requalify as a lawyer. So, it's doable but it's very difficult.

61 I: Ah, OK. And did you think about your own business plan?

62 B: She would consider her own business. But for example, even with making sweets you know, she could make them but who would buy them. People usually go to like supermarkets or something like that. Like a set area where you could buy something rather than buy it get from someone who makes them like at their own place. For example, she has a lot of hobbies you know. It could be making sweets. It could be making jewellery, or accessories, even snorkelling. So, she has a lot of hobbies. You know, concerning arts, music. A lot of things. But they're just in a way hobbies you know. She does them to maybe make

personal brothers happy. You know, just you know- They're at a level of a hobby. They're not you know- She didn't invest in them as much so they can be like a business. [I: Ja.] So, you know, she could start something but you know, everything's that she will want to potentially start there, people already know how to do it. It's not you know-

63 I: Mhm (affirmative). I see.

64 B: So currently it's ah she's not in the financial situation to, you know, have like a starting capital, because it's a risk. You never know what the business will prosper, fail.

65 I: OK. We are near to the end. Did the Competency Passport influence your thinking about self-employment and in which way maybe?

66 B: In a way she'll already kind of answered that and like everything that she potentially do has- have you know, a financial goal of sorts, because she could invest in a small shop a few thousand KM. But that wouldn't lead anywhere, if you know, she couldn't actually sell her products, because she could you know, provide a supply. But you know, there is always a question whether she- it would need- the demand would need the actions supply, you know. And she succeeds, if she could prosper in, you know-

67 I: Ja. OK. So, lasts questions. What do you think about your changes to get a job in your profession in the next years?

68 B: Still there is always hope and there is always a possibility in all as she- She is currently not in the position to you know, afford not working. And she would gladly starts somewhere you know, she doesn't want to live off the backs of her parents, for example. And she said, I needed the job yesterday. I just don't- I need- don't needed just today. (laughing) But ahm you know, even if there is a possibility. Like she should, there is like some place that she could work at even here in eastern Sarajevo. You know that in anyway, you know, it's like it waits for her. But she is not a gonna be the one who gets to work in that place, because as prior mentioned she doesn't have connections.

69 I: OK. Ja. Is there a difference to other parts of Bosnia Herzegovina or also if you are older or younger?

70 B: If she was younger, she probably wouldn't take up law in the first place, because of the general disappointment. Because at university you know, they taught them one thing, while in reality it's a completely different situation. But ahm there actually would be a differ- there would be a difference, if she worked in a different place in Bosnia, because she actually had the opportunity to work in a school in Stolac. And they received her much better than people who know her here. Because you know, she had the opportunity to start a new. She didn't have to prove herself you know. People took her as she was. And when she went there, the only thing she knew was her job description. She didn't know anyone. She didn't have- (...) And that was the only thing she needed you know. Just to know the job description. That was enough to, you know, make go there. And ahm she didn't know like I said, she didn't know anyone. She didn't have a place to be. She didn't know where she could find a flat. Anything. [I: Ja. Aha.] But she managed perfectly and she still has friends from there, you know. The bonded so much when she had to leave, you know, they're all cried. It was, you know, intense. But, if she had the opportunity to work for example in Mostar, if someone calls her and said like you can get, you know, an open position, she would go. Like immediately. Just to know like for where she would need to apply. That's all that's needed. (...) So, she is a very open person. She can get in easily. She takes her obligation very seriously. She does everything, you know, spotlessly as it should be done. You know, she doesn't need to be supervised when doing something, because she knows what she is doing. And she ever gets into the situation where she doesn't know what to do. You know, she rather asks someone for an explanation. To know, because you know, she doesn't want to afford any mistakes.

71 I: Mhm (affirmative). [B: (laughing)] I can imagine. And ja. Would you work in another sector, another profession to have a job at all?

72 B: She would work in another field, other sectors. But, you know, she wouldn't let herself work a miserable job for a minimum wage for example. Like you

know, she has university degree. So, she would you know, gladly work in places that require university degree or maybe high school degree. You know, that would be fine. But she wouldn't for example let herself you know, work as a sales assistant or maybe like clean apartments or something, because she does need a job. She does need money. But she believes that she has to value herself first. You know, not let herself sink so low in terms of doing things that you know she knows that she is above. Like for example of her high school degree would let her be a receptionist. But she can do that either, because that also needs some work experience. And you know, she lost last years on doing other things. And she probably wouldn't be you know, able to do that either.

73 I: OK. It was really interesting. [B: (laughing)] Are there any aspects that should be mentioned in the whole topic (.) from your side?

74 B: So, she's glad that someone is actually researching this and someones talking about it. She is glad that you took it, you know, as a subject to write about. She thinks it's important, you know, to spread the word in a way, because every person here ahm unemployed or employed she consider, you know, going through this process, doing this, because it's a very valuable thing. It's someone- It's something we need as a nation generally. And it's so not well received to, you know, getting it circulating as is very important. She is glad that it's happening.

75 I: Cool. Thank you. Thank you, a lot.

APPENDIX E4 INTERVIEW 4 – HRUSTAN

1 I: Možemo li početi?

2 H: Možemo.

3 I: So, some personal questions at the beginning. When you were a teenager, what kind of job did you dream of?

4 H: Ah, honestly, none, none, none. I don't really dream of any job.

- 5 I: Really?
-
- 6 H: No.
-
- 7 I: OK.
-
- 8 H: Well, I have to say. I will always wanted to be a historian. He like, I wanted to do something about this.
-
- 9 I: And why?
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- 10 H: Ahm, I had a really good teacher. And she was a- she knew how to tell stories. [Ja.] And she interested- basically the only thing I was interested in school was history. Everything else was [OK.] pretty much like I wasn't into it. [Mhm (affirmative)] You know. That all kind of was all that I think. [Ja.] I knew- I think from eight, seven- eight grade I kind a new, that history is my, you know. [Mhm (affirmative)] That is something I would like to do.
-
- 11 I: Did it change till now?
-
- 12 H: Ah, no, no, no. It's still- I would feel like to be a teacher, eventually.
-
- 13 I: Cool. (.) OK. What are your expectations for a job?
-
- 14 H: (.) In general- General, like in general. [Ja.] Aha. In general, decent working hours, nice wage, you know, that goes with the standard. Ah, fair relationship with employee and the guy who employs you. [Ja.] And that's pretty much. It's like flexible environment and then everything is so stiff. Ah where you don't have to do like these unimportant ah (hall ?mean) Do you know what I mean, like unimportant stuff, in sense of like relationships in a sense of ah how should I could it. Like trivial stuff. Like let's do work. Let's be flexible, you know. [Of course] Let's not be a teacher who strews, a teacher who's bad, but let's, you know, lead everybody to work. [Yeah.] You know what I mean? [Yeah.] So, that's kind of environment I like to work.
-
- 15 I: OK. I also like it at my work. (laughing)
-

- 16 H: I guess individualistically a little bit, maybe. [Ja.] Maybe.
-
- 17 I: (.) OK. Cool. How important is it for you to have a SAFE job?
-
- 18 H: Ah (...) it's really important. I would say like on a scale of one to ten ahm, I would say eight. [Eight?] Ja.
-
- 19 I: Mhm (affirmative). Ok, cool. And, what relationship should be the income, the money and the exercise of your abilities, your competencies be, what relationship?
-
- 20 H: What do you mean, like how much do I give in a sense of what how much do I receive?
-
- 21 I: Yes. This way.
-
- 22 H: Should be equal, of course. [Ja.] Should be equal, but it's really tuff, because it's ah relative from what people think. You are supposed to do and contributes to the company and what you work shell we do and contributes to the companies. So sometimes maybe the employee thinks ah we are doing a little bit less instead, you know, but should not. [Aha, aha.] So, I would say, honestly, you know, I could give like 50 percent of my expertise in a sense for just pay check and like I cannot be 100 percent all the time, because my job is specific. You know. [Mhm (affirmative)] So, I don't work eight hours a day. I sometimes work ten, twelve. Ahm [OK] and not all the time I'm not like focused on my guests, or my tourists, or whatever. [OK, OK.] So, that's what I, you know, I would say. [Ja] I- in a now, you know, sometimes I'm here. It depends, what people want. [Mhm (affirmative)] I hope that make sense. I'm sorry I'm-
-
- 23 I: It's all fine what you said. So, you are free to answer what you want. So hopefully, about the topic. That's all. OK. Yeah, what is your educational level, which- [// Masters] Masters of?
-
- 24 H: History.
-

- 25 I: History. So, you did it. [Yes.] Ah OK. (...) Did you also finish a job training?
-
- 26 H: Job training? Ah, no.
-
- 27 I: OK. Mhm (affirmative) (.) What is your degree of your employment of family, in your family?
-
- 28 H: Ah, my father is a- like a- mechanic. That's he is like- we call it (mehaničar?) like higher education [Ah OK.] Higher skilled mechanic. So, he has that sort of a degree. Ah my mother finish high school. She finished like a, high school for languages. But she never went in that direction. [Mhm (affirmative)] So that's it. [OK] So like ahm high school. High school education.
-
- 29 I: Ja. Mhm (affirmative).
-
- 30 H: I do speak really proudly. That's a problem.
-
- 31 I: That's OK. (.) OK. So then for the Competency Passport: How did it happen, that you participated at the Competency Passport?
-
- 32 H: Ahm I don't know how I met Rejhan. I mean I met him to my sister. My sister did it. And they do- they know each other through the church. So, she recommended. I was unemployed. [Ja.] Or was I? Yes, I was. I just put my job. Or I wanted to put my job where I worked for. So yeah. Through my sister.
-
- 33 I: OK. Mhm (affirmative). Ja. And what expectations did you have about it?
-
- 34 H: =None.
-
- 35 I: None?
-
- 36 H: None. Ja.
-
- 37 I: OK. So, just do it?
-
- 38 H: I just did it like a new experience. You know, why not.
-

- 39 I: OK. Mhm (affirmative). And what motivated you to do it? Only for the experience?
-
- 40 H: No, I want to [something] Ah, I was unemployed. [OK] And I was- even my situation where I figured why not try something.
-
- 41 I: OK.
-
- 42 H: Work climate, you know?
-
- 43 I: Mhm (affirmative). So. In general, did the Competency Passport support you personally? Ahm, ja. If yes why or no, why?
-
- 44 H: Like, what do you mean personally?
-
- 45 I: So, general. (.) So not financial things, but personal- like self-confidence, encouraging.
-
- 46 H: Maybe, maybe it's good like self-evaluation tool. [Mhm (affirmative).] Yes, yes. I would- It's not something that is crucial. It's not something that is gonna change your life. But as a helping tool. Ahm, yeah. It's a good, good insight in your situation in general, you know.
-
- 47 I: OK, ja. Did it something with your self-confidence or with your encouragement? To be encouraged?
-
- 48 H: (...) You could say that in a way. Yeah. Maybe a little bit. Because of encouragement.
-
- 49 I: OK, ja. To what extent is it good to know your abilities and your competences?
-
- 50 H: Ahm, well, I have to say like sometimes the stuff that you think, you are like, you know, a team guy or you not. So that's good. You know, that's good. [Aha] Ah and in this sort of a way it's maybe realised that's maybe some of the qualities that I have, I don't- or I would like to have, I don't, I don't have
-

them. I'm not that guy. It's not- tragic. Just, you know, you're not that sort of a- you have, you know, qualities. [Mhm (affirmative)] So, ja. I would say that.

51 I: Mhm (affirmative). OK. Did the Competency Passport helped you to find further steps and yeah objectives for your life? Something like that?

52 H: I mean, I helped myself to be honest. You know. It's a nice tool, but it's just a tool. It didn't change my life. I mean, you know, [Ja.] I didn't even complete it. You know. I did it with Rejhan a couple of steps and then, [Ja.] it became too complicated, to be honest and I just- it's remained to my home or collecting does. I'm not doing it. You know.

53 I: Mhm (affirmative), OK.

54 H: I would say this. Like, if you don't have anything to do in your life, definitely do it. You know. [Mhm (affirmative)] Definitely, like ahm, do something, obviously. [Mhm (affirmative)] I came from that sort of a [OK] that sort of an {You want to do} angle. [anything.] Yeah, I wanted to do (?means)

55 I: Mhm (affirmative), OK. (.) But maybe this question. Did this Passport helped to- or did it change the way you see your own competences?

56 H: Yes.

57 I: Mhm (affirmative). And how?

58 H: Yes, well, as I said. It basically like ah, it gives you a bigger insight, a bigger insight. Especially talking to ah like a, the trainer guy. [Yeah.] Rejhan was my, [Yeah.] like my trainer guy. Definitely. Ah. I (?means) just say Yes. Ja. I would just say yes.

59 I: And did you experience any new skills or were you aware of some things, which you are not aware before? And which ones maybe?

60 H: Ahm, I would say that a lot of people can, can experience that through the Passport. Me and myself no, because I'm a very, like, I think a lot about myself. So [Really?] so I already know, like my [Ja.] levels. But I would say yes.

I would say it helped. Definitely helped in the right direction. [Aha] To kind of realize. Your, you know- I didn't know that I knew this. You know what I mean.

61 I: Ja, of course. Mhm (affirmative). Yeah. Cool. So. We had this already. Could this Passport be useful in any other way?

62 H: Except for finding a job?

63 I: Ja. We are coming then to the job, to the employment. In any other way?

64 H: Generally right. Yes, of course. Of course. It's a- It's something how- a progressive thing. You know, it's a constructive thing in your life. It is.

65 I: So, with the re- Would you recommend it or not?

66 H: I will recommend it, but not for everybody. [I: Mhm (affirmative)] And I would recommend maybe where it's to be not so, I don't no. Sometimes it can be- it can get complicated. You know, or something. I don't no. Maybe it's not. But maybe for people who are stuck at a certain point in their lives. You know, I see it as a tool for bringing people from light- a position where they just do like it, they don't wanna do like nothing. [I: Mhm (affirmative)] I think it's a more of a psychological tool than it is a like a practical [// I: Ja. Ja. Yes.]

67 I: I think that, too. Maybe I will finish it with Rejhan the next two weeks, I- doing some steps.

68 H: I mean, it's- Until it's worth of some people, you don't know what it is. You know, you don't know how it's [// I: Ja. Of course.] gonna-

69 I: Do you have some parts of it which you consider more important than others and some difficult parts maybe for you?

70 H: Oh, man. I don't remember. I did it a long time ago. I said so. And I think can't be prepared. Ah. I will- As far as I remember, there were parts that were kind of like better. (...) Which are those, like for example. When you list your-

Right, ja. I can remember now. When you list your skill or when you, you know, I think that's ja. Those parts are a bit better. So, you kind of gain a-

71 I: Ja. Mhm (affirmative). Cool. How do you describe the function of your counsellor, of Rejhan?

72 H: Sorry?

73 I: How do you describe the function of your counsellor? Of the-

74 H: Aha. He was like a, just like a guiding guy. Like a guy who basically explaining how things work. How to use the tool. So, he was like a, I don't know. C- Counsellor. He counselled me. [I: Yeah.] How to use the tool. [I: Yeah, OK.] He wasn't really- He didn't wanna, you know, give to much input. I saw that that was really important for him. That's to, you know, kind of- to have something developed by yourself. So, ja. (?means)

75 I: Was it needed for you? Or-

76 H: Yes. Yes. Yes. Yes. Yes. You need- You did- You do need someone. [I: OK.] You do need someone, because maybe some tasks for motivation. Definitely for explanations and something like that. You know. Because it can be- It can be not complicated, but you just can be disheartening. You know, you don't feel like writing, you know, ten followers of whatever. [I: Mhm (affirmative)] Some people don't. (.) For some people it's like this. [I: Skip, skip, skip.] That's right. [I: NO, come back.] There is a lot of yeah- I think it's a- I think maybe it's then a little bit bureaucratic. You know? [I: Ja. Mhm (affirmative)] You know. I think he has a lot of like EU's sort of a field torch. You know, a lot of forms and no matter, you know. Maybe it could be a little bit more useful (?mean, too quiet) [I: OK.] Maybe. Maybe. Maybe I'am to harsh. I don't know.

77 I: So. We come to point of employment. So, a little bit. The influence or such things. Which steps have you taken in the professional life, so in your employment life after completing, or after your time there?

78 H: Aha. Well, I quit my job (laughing). I stopped working at the book store I was in. And then I basically didn't work for a couple of months. [I: Mhm (affirmative).] And then I found a new job. And I started working as a tour guide. So. [I: Tour guide?] Ja. Ja. First step for me was to quit my job. I mean ironic. [I: Oh ja.] But it kind of made me, because I wasn't really happy at that job. I wasn't happy at all. So that's- So it wasn't really the passport, wasn't the reason why. It was just like it cumulated with. And maybe the passport kind of helped me to see that that job was not for me.

79 I: Mhm (affirmative). It was part time before? This book ah- where you worked.

80 H: Ah it was, part time you said? [I: Part time?] No. It was fulltime. It was six days a week. All Sundays free. Ah 250€ pay check. Really shitty. Like pretty shitty conditions you know. Sitting every day long. You know.

81 I: Can imagine. OK. Yeah. Were adequate jobs for you available for your profession?

82 H: None.

83 I: None? WA.

84 H: Welcome to Bosnia my friend. I mean. It would be like I should be like a museum guide. A tour guide which I am. So, I was saying that. That's a journalist. Ah. And a school teacher. [I: Mhm (affirmative).] So, ja. But, because of our situation today ahm a lot of people are struggling to find, inclement in general. But those are a kind of my option. Politics also. I mean. If I had money or whatever. Connections with the (? maap). (laughing) I'm sorry. I'm cynical.

85 I: It's OK. Has the Competency Passport effected in any way the- or impeded it to change your employment status?

86 H: As I said. Ja. Ja. A little. It helped to gain a perspective.

87 I: Mhm (affirmative). OK. Ja, maybe. Which competences have contributed
ahm or changed your employment status?

88 H: That I learned (.) in the passport?

89 I: Yeah. And which were needed for your work.

90 H: Today. My work for today. [I: Ja. Which...] // Like for example, I did real-
ize that I can, like I'm a good mediator. And I can, you know, I can kind of-
so that's that kind helped me. You know, and it's a good- that's a good thing
in the passport. You can kind of - You see your qualities. So ja, like teamwork,
going out, like not sitting, not being static. [I: Mhm (affirmative). Ja.] But like
walking around. [I: Flexible?] Flexibility and also the things that kind of help
me to realize: Hey I'm not supposed to be on office. I'm not that kind of guy.
And I should be walking around or doing something. So ja. Ahm, ja.

91 I: Ja. Have there been setbacks in the application process?

92 H: Like what?

93 I: So, that you applied for something and get [H: Rejected.] Ja.

94 H: You mean like job life. Aha. [I: Mhm (affirmative).] Actually, when I think
about it, I was never rejected, be quitted like from a job.

95 I: You're luckily.

96 H: I think. No. I don't know. Maybe I was. Ja, I was. But yeah, in sense of the
passport, no setbacks. No setbacks. Like, I don't think that a refusal for a job
is a setback at all. So I would say none. [I: OK. Mhm (affirmative).] I would
say none. Just like people say, no thank you. And you go on. No, like it's a
catastrophe.

97 I: Ja. Ja. Mhm (affirmative). Cool. So. Ja, did you attach your Competency
Passport to applications?

98 H: Ahm. No. Listen I had a really lucky time, because I quickly find this job. The tour guide job. So, I wasn't really like sending out applications a lot. So, no. No.

99 I: OK. So. [H: Make it short: No. (laughing)] Yeah. It's alright. No, it's OK. It's your story. That's what I want to know. Ahm. Do you have any experience about how employers react to the Competency Passport? To respond?

100 H: Ahm not great as. [I: OK.] I think they would respond. I think they would respond positive.

101 I: (...) OK. So. (...) OK. Did some contacts with counsellor or other participants of the Competency Passport helped you or from your social network helped to get a job?

102 H: I'm not sure, I understand.

103 I: So, did contacts with certain people, [H: Ah, contacts.] so were they- Contacts with the counsellor or with participants of this or your social network helped to get in any way-

104 H: //Ja like, networking. [I: Ja.] No. I never- I didn't meet any people. I worked with Rejhan, like one on one. [I: Mhm (affirmative).] He did invite me so, he has like some project, I know. [I: Ja.] Something. But I don't see that is a, like a successful thing and I don't wanna waste my time. I mean I want all the best for him. But, I know he has some training. Some start your own business something. [I: Mhm (affirmative).] I don't know. So, he did it likely to that and if I want to deal maybe, if I develop that, you know, I could spread my network of knowing people. So what have you-

105 I: You heard from this?

106 H: From this experience. I don't met any, like business man or new people. But have on their own business and that could give me a job.

107 I: Ja. So. What do you think. What helped you to get the job?

108 H: I helped myself.

109 I: The competences or your- [H: Ja.] Mhm (affirmative). OK.

110 H: Ja. My friend will- recommended me to the employer. [I: Mhm (affirmative).] I don't wanna saw like bbb.

111 I: Ah, ja. He recommended you?

112 H: Oh, yes. Yes. Yes. My friend, he went, he is a Dutch guy from the Netherlands. [I: Ah, cool.] And he was here just like you, for a couple of short periods of time. And he started doing tourism and then he was going to the Netherlands and he said: Would you like to get a tour guide? I said yes.

113 I: Cool. OK. Perfect. OK. Do you think it is necessary to know certain people here in Bosnia to get a job?

114 H: Are you asking like know [// I: In anyway.] people people or just know people in general?

115 I: Both maybe.

116 H: I think that's in every society of the world, you do need to know influential people. [I: Ja.] A lobby for yourself to- so they can see like you are competent. If you are an idiot and sit at home (?mean) nobody is gonna knock on your door and say: Here is the job, you know. [I: OK.] So, yes. You do know- you do have to know people and people have to know about you. And to get a higher job, to get- If you're talking about corruption: Yes, there is also that in the society. So, [I: OK.] it depends what you are asking. I would say yes, but it's a broad answer. It's not just like yes, everything is corrupt. No. You do have to know people. It's not necessarily ahm (?partialize) should I say socialise something. Like, you are my friend. I'm gonna employ you. (?means)

117 I: OK. Mhm (affirmative). Which steps do you plan for your future in the employment life?

118 H: I don't know my friend.

119 I: You don't know?

120 H: I don't know. Here it's really (.) I don't know, because in Bosnia like truly hard to have a plan, you know. [I: Mhm (affirmative).] This job is OK. This job is nice. But I- You cannot do it for a long period of time, because you are travelling bla bla bla. So, my plan- I don't know. Like, all my friends are leaving to Germany. [I: Really?] I just- Ja, they're like ahm- Not to Germany. But whatever. But Germany is the most popular one. And that's really disheartening for me. Like, really really disheartening. I'm sad to see that happening. [I: I can imagine.] May- I maybe eventually this continues up and gonna leave. That's my plan. I'm gonna leave. I'm not gonna allow like, corruptful conditions to waste my life to, you know. I not have that much time. [I: Mhm (affirmative).] So, my plan for the future is: I don't know. (laughing)

121 I: It's a plan. (laughing)

122 H: I'm gonna wing it.

123 I: Ja, cool. Is self-employment an option for you?

124 H: Well listen. I think it's the best option. Definitely. This is the best option, because you work for yourself and you are like a free man. And if you work for someone else, you are like a slave. I mean, you're not but, you know. So, but here, there is a couple of factors. Firstfull I'm not really like business heavy guy, I have to say. I'm- There is a big risk. You need a lot of capital. Like 5 to 10 thousand euros you need to start some sort of a business. Let's be honest. You know what I mean? [I: Mhm (affirmative).] Cause I saw, I worked with a couple of guys and I saw when they tried to- (.) I would say that private business is the best thing to do in life in general. But in Bosnia it depends. It depends in your social status, how much you are taking a risk. You know. What are you planning to do next.

125 I: Mhm (affirmative). Do you have any business plan?

126 H: No.

127 I: No? OK. Did you think-

128 H: // I have it. I have ideas. I have and so much business. Like, eventually I would like to do. But that takes a lot of money. I would like to buy an apartment and then rent it. And then buy another one and then rent it, because my- at the end what I want to achieve is basically to have a pay check without working. [I: Mhm (affirmative)] Just collect the rent from the apartments which is like the best thing ever. Like that's a lot of money. [I: Yeah, of course.] A lot of money to buy an apartment.

129 I: To start is difficult. Do you know something about the regulations for such things, for self-employment?

130 H: To buy an apartment?

131 I: For ja or for other self-employment- for the start. [H: That's, Yes, ja.] That's many-

132 H: That's another problem in Bosnia. We did like ten thousand different documents, because we have so many levels of (?atoric). And then sometimes also they ask for money. And sometimes wanna do it by the book. It's too much. It's this- It's too much money. And then you have to bring someone to make it, you know. And that's also affect her like some sometime. But also, can be a disheartening fact, factor, for private business.

133 I: Is it discouraging for you?

134 H: Like. I'm not good with- if my family is not good with the local municipality, you know. Night, because we live in a (?means) society. Then like, it's not a necessarily- it's not necessarily that they gonna- you have people or you don't have connections and they have their business. It's not a rule. We are not in- I'm not in- instead like we are in Zimbabwe or something. Not like, you know, [I: Mhm (affirmative).] relate to them or anything. We are- I know we are like shitty, a shitty third-world-country. It's not we are all the same. Ahm, but it can be discouraging, because like with my business. It's low, you know. It go really dense someone grow up here. I think the problem is, the state is weak.

Cannot really protect the private sector. You know. [I: Mhm (affirmative).]
So, there is- that's- it's too much, like it's too complicated. So, ja. It's disheartening. Yes.

135 I: OK. I see. (.) OK. (...) Ja. So. We talk a little bit about it. But how do you personally experience the situation for your profession at the labour market?

136 H: Ah. Like the industry situation?

137 I: Ja. For your profession. Ja, so in the labour market.

138 H: I think now, it's an upwards perspective. [I: Aha.] There is- Ja, it's developing. I think that's like one and a few branches of industry that are really in develop. [I: Aha. OK.] So, I think good news. Good news.

139 I: And would you, would you work in one of these other sectors to have a job at all?

140 H: Of course. Like, if I wouldn't have any job? [I: Yes.] Of course. I don't do hope for how long. But I would definitely try. I not saying, like I would put off with it for too long. But, yes. Like instead work than not work.

141 I: Aha. OK. Ja. so, do you have- Or do you think, if it- ahm is it different with the options when you are older or younger or at other parts of the country?

142 H: Ah yes. Yes. Definitely. In Sarajevo- Sarajevo is the biggest city. So, you can find an employment here. When you are young, when can work as a waiter. You can find those kinds of job. (?means) As a sales man or those sort of things. But in general, I think if you are like a capable guy, even if you are young- I know a story about a kid who was fourteen years old, he worked as a tour guide. [I: Mh, really?] You know. So, ja. It's not a- You have some opportunities. It's not like you don't have them. But, you know. Problems can arise. Problems can arise.

143 I: OK. Mhm (affirmative). Yeah. OK. So, I think (.) we are through it. Maybe you have any aspects which should be mentioned in the whole context with Competency Passport and employment?

144 H: Ah. No. I mean it's a good tool. It's a nice tool for people who, (.) who need
ahm something to get them started in finding a job. It's a good- I think it could
be like a good tool for people who come from like lower social classes. You
know. Like for example, for people in Germany who receive welfare and they
never try to find a job. [I: Aha.] And then they make (?cass) of that. You know,
because usually they are like Croatian, Serbian, Bosnian. But our guys are
right. Our guys work a lot. [I: Yes.] Our guys work a lot. Baustelle. [I: Mhm
(affirmative).] (laughing) So, ja. I don't know. I mean it's a positive thing. It
is. Not for someone who works, (noisy) it's for someone who just lays around.
Like go for it. It can help.

145 I: Mhm (affirmative). Cool. Ja. I think that's it. [H: OK. No problem.] Thank
you.

146 H: No problem. I'm sorry, if I didn't give you a precise answer. I'm just like
that guy.

APPENDIX E5 INTERVIEW 5 – ZARIMA

This interview was conducted with the help of a translator.

1 I: OK. When you were a teenager, which kind of job did you dream of?

2 Z: So, when she was a teenager she dreamed to be a business woman with a
nice suit, nice hand bag. She had no actual clear vision of what she wanted to
be. There was just a vision of herself. Like how she would want to, you know,
look.

3 I: Ah. OK. And have these dreams have changed till now?

4 Z: So, she was the generation that survived the war. She was eight grade of
primary school, when the war was actually [Aha.] going. And she had to finish
a school that she didn't even plan on finishing. And she- a broad life. She did
many things that she wasn't planning on doing. So that change completely the
whole dream.

- 5 I: Aha. OK. I see. Ahm. What are your expectations for a job? For a good job?
-
- 6 Z: Ah so, generally her idea of a good job, her ahm- people that live on these grounds. It's- If every person was to do solely one job that is the- you know- There was never a situation, where one person has for example three jobs and another is unemployed. [Ja.] So, we could all do like one thing and we would all be employed and, you know, have something to do.
-
- 7 I: Mhm (affirmative). And what do you expect from a good employer and from a good working place?
-
- 8 Z: Generally, ahm a good employer is an employer that ahm- a good employer is an employer who respects his employees. So, something who guarantees ahm condition for work. Someone, who really know, treats ahm his employees well. And in that way, business can actually, you know, expend. [Mhm (affirmative).] And when an employee is happy, helps the work manager really. So ahm, a good employer is someone who actually, you know, values his employees. Does any make it seem, like they have to do everything only for him.
-
- 9 I: Mhm (affirmative). OK. And how important is it for you to have a safe job?
-
- 10 Z: So, it's very important to have a secure, safe job. But you always have to be ready for so what ifs.
-
- 11 I: Mhm (affirmative). What do you think about the relationship- Or how should the relationship be between the income, the money and on the other side the abilities, the exercise of your abilities at work?
-
- 12 Z: So, it's very important to be paid well for what you do, because when you have a family and, you know, there are fixed living costs, you only pay, you know your pay should be good and to be on the time, because, you know, financial situation.
-
- 13 I: Ja. And abilities? Is it important or the income is more important or-?
-

14 Z: So, the income is important. For example, if she manages, you know, refresh her work place and you would do something that maybe ahm changes the atmosphere a little bit, the emotional ahm respond that makes is, you know, more important than the income for itself. The income is fair. [OK.] And it is important in it some way, but, you know. When she does something creative that's, you know, that's really fulfilling.

15 I: OK. Mhm (affirmative). OK. Then, what is your educational level? So which studies?

16 Z: From high school she finished ahm- yeah, she finished medical school. (...) Basically, a sort of a chiropracticer. She finished medical school and later she finished the university of economy. [OK.] She is ahm manager for small and medium companies. And she actually had a score of 180 points. [Mhm (affirmative)] When she finished.

17 I: Yeah. Cool. It's a lot?

18 Z: Ja.

19 I: OK. Ja. And the high school, it's like a job training? Something like this? This degree from the high school.

20 Z: Did you mean did they have job training included?

21 I: Ja. Is it this?

22 Z: She did have a sort of a practice in her high school. And she actually did what she studied for in high school. She volunteered for that sort of a job. [I: OK.] She ahm, she also worked in a beauty salon, in which they required, like sales, massages, even depilation.

23 I: OK. Why did you study this subject?

24 Z: In the mean time she married and she had two kids. Her husband had his own business and she worked with him. And she wanted to kind of, you know, develop herself more as a person to, you know, have that degree. So, she took

up economy. She studied that. And she wanted to study something more for herself.

25 I: OK. Would you study it today again?

26 Z: Probably, she would.

27 I: OK. Good. So, now we are continuing with the Competency Passport a little bit more. How did it happen that you participated at the programme of the Competency Passport?

28 Z: She was assigned in the institute for employment, her and another- and this other woman. And they had the same hair dresser. [I: The same?] Hair dresser. [I: Ah, ja.] When she went, you know, to have her hair done, she would always, you know, meet this couple of nagging woman who were like, oh I have to do this, I have to do that. And she being a person, you know, who goes skiing, swimming and all of those things that a family does. Always tried to lift them up, because, you know, no matter what your age is, you should always look forward to these things. You can't always be so negative. And then later when she started her own business, selling paint and inks, this woman heard her talking about it a few times. And one time she calls, when time she calls her like, I'm not, you know, offering you a job but you could be the right person to do this, you could, you know, benefit from this.

29 I: OK. Aha. And what were your expectations about it? About the Competency Passport?

30 Z: She had no actual expectations of the passport itself. She understood this more of as a way make friends, maybe hang out. For example, in the same way, when you called her to do this interview she understood it, you know, like an invitation to, you know, have a talk with somebody. And you know, why not. [I: OK.] But she is actually glad she got into the program, because those conversations there- This conversation actually brought back some things that she used to do in the past. That she actually felt she forgot how to do, forgot they

were there in some way. She remembered them. And it was, you know, good feeling.

31 I: Was there anything else which or what motivated you to participate?

32 Z: She didn't quite know what she getting into. She had no knowledge of the process prior. That's why she didn't have any expectations. But like, when she started it, like from the first conversations. When she first opened the passport itself. You know, the whole thing started, like you- it was a good experience. But, you know, she had- she didn't know.

33 I: Then the whole process, now. Did this Competency Passport support you personally? And if yes, why?

34 Z: The passport itself helped. It was ah- (...) It actually helped bringing back her self-esteem. And she felt, like she was where she should have been ten years ago. So, you know, it really boosted her self-esteem. And actually, throughout the whole process the conversations with her counsellor were very good. They had like this mutual energy. It was really, you know - It was a good experience to go through. And ahm, she would recommend the passport to everyone, because it was such good, you know, [I: Ja.] thing to go through. (...) Next.

35 I: OK. You told that it was the- it influenced the self-esteem, the self-confidence I think. And what do you say maybe to the encouragement a bit? Did it encourage? Or in which way? To what extent?

36 Z: Having a husband and kids she got into this routine, you know. She trained certain things, you know, just certain things. But she felt, she was missing her own mind of work. So ahm, the passport itself was sort of a trigger for her to start her own business. In the mean-time she actually started making a business plan. You know, she realized, you know, oh my husband does this. I could, you know, maybe turn to this other thing. I could do that. And the passport really helped, because while she was doing it, as I said, she started making her own

business plan. And then she just, you know, couldn't wait to finish it to have that certificate and to start.

37 I: Mhm (affirmative). Ah, OK. We come later again to this point of your business plan maybe, because then it's too big. The jump is too big, maybe. That's why I continue here. To what extent is it good to know yourself, your abilities and your competencies?

38 Z: It's very important to know yourself, because you always need to know how far you willing to go. How much you can do. How much you can take. It's ahm, like, you are losing to know what you are capable of. In life, you know, everyday life and routines, they track it to a certain place. But she thought, she thought as so the passport, you know, helped her bring back. Helped her go back to her own self in a way.

39 I: Ah, I can see. You talked about your business plan or your- that the Competency Passport triggered it a little bit. Were there any other things or did the Competency Passport helped to find out further steps, other further steps or objectives for your life, except the business plan?

40 Z: The passport did help more so in emotionally than anything else. But it shaped her as a person and you know, it was something that she could always go back to and see where she stood. You know, and the whole thing. But it helped her, you know, see what she could do something maybe that she's forgotten before. And during the whole process of the passport, she, you know, realized she wanted to do a business. She decided what kind of business it would be. [I: Ja.] It's, it's regarding furniture. But she also realized that she wanted to, you know, find ways to make rooms seen warmer, you know, be it paintings, be it something else. And ahm, but ja. The passport itself has actually more of an emotional impact than anything else, because there are a few things that she likes to keep around herself. And like for example, when every she takes the passport and goes through it, you know, it's always a good feeling, because it was such a memorable and a good experience.

41 I: Mhm (affirmative). Ah, OK. Did the Competency Passport changed the way, like you see or how you see your competences?

42 Z: Could you repeat the question, please?

43 I: So ahm, did the CP changed the way you see you-

44 Z: //Ja. It changed the way she saw her competencies pretty better, because there were sometimes when she maybe wanted to study something, learn something. Actually ahm, but you know, she was afraid like how this would go. Would she manage. You know, things like that. And it strengthened her. It brought her the self-esteem you know, cause now, she goes head first into everything. She is sure of her decisions. She is sure of the things she wants to do. So ja.

45 I: Mhm (affirmative). And how was the process? How did the Competency Passport make you aware of these competences and which competences maybe?

46 Z: Throughout indirect conversation with her counsellor, she actually realized her competences. For example, you know, she got back to the point in her past where she sold these handmade tissues. And she had her own stand and she would sell for example 25 foxes a day, while the stand next to her would sell none. So, she could, you know, she could make that. And they also found her organisation skills in a way. You know, the conversation with the counsellor just brought her back to her first actions. And would she's been through the struggle for surviving in a way, you know, she, when she worked- when she massaged people there were times when she had to massage old woman, maybe even give them a bath, you know. She has done many things to survive. So, all those things, you know, culminate and she realizes would she can do all those things were- you know, some were there. But she never actually realized like potential.

47 I: Mhm (affirmative). OK. Sounds really cool. (...) Ahm. Yeah. So, you discovered some skills. And you talked about the self-confidence. When you now

look at the self-confidence right after the CP and now. There is a time between. Do you- Did it change? Did- ja. The self-confidence.

48 Z: When she, when finishing the passport and getting into the- actual now. Her self-confidence did change and only for the better. It grew. When she finished the passport, she got into the business, you know. [I: Ja.] She had to ahm, have a lot contact with people and they in a way shaped her. Both strengthened her and drew energy from her. Over all, you know, that, you know, boosted her self-confidence. She realized who she was as a person. And now she stands with her feet on the ground. And looks things realistically. She doesn't have her head in the clouds anymore. And just like knows where she is.

49 I: What affected this to stay on the ground? That is really important. So, this effect that the realization of the own skills. What effected it that you can say it?

50 Z: She was always a realistic person. She never, you know, she was always aware of herself. So, to say. And ahm when she- what she went through in life, she always tried to pass on to feed children. [I: Ja.] And the business she started was just a continuation of her role in her family life. She always, you know, had this positive energy. And when she would get the same feedback, you know, that when you know, how flawed it could, you know, just.

51 I: OK. Ja. Cool. Mhm (affirmative). Ja maybe. This question again. To what extent do you use these competences which are now more aware? Do you use it long-term or is it the same like before, only that you're aware of it?

52 Z: She uses her competences on a daily basis. And it starts from organizing her day, to her negotiating skills. She really has to do a lot. You know. She's, she has to speak to the person who imports the things, to her customers. You know, she always has to, you know, do everything. Otherwise she can't survive in the industry. But her competences used more in the business versus family life, because in her domestic life she talks to her kids. But in business she has to talk to numerous people. So, you know, it exercises more.

53 I: And what is now your opinion about the Competency Passport?

54 Z: The project itself is very good. (...) She wasn't sure about the process of picking people at the beginning. Through conversations with her counsellor she realized that usually people who have a lot of interests, who're in a way, you know, everywhere who like maybe have been hidden plans are usually picked. But she would recommend the passport a lot. And she believes in something, you know, that should be available for the general masses.

55 I: Mhm (affirmative). Are there any parts which were difficult or which you consider more important than others?

56 Z: The whole process actually ran really smoothly. The two-hour meetings, two-hour long meetings with her counsellor sometimes felt as it only lasts for only ten minutes. And everything was- everything runs so well. And there was nothing, you know, difficult, because the passport goes through everything. Her personal life. Professional life. Things you maybe trained. Hobbies. Whatever. And it's just a matter of how honest you can be with yourself.

57 I: Mhm (affirmative). How do you describe the function of your counsellor?

58 Z: He was very, you know- (...) So he was very serious about it and he was also very friendly. So, the whole process actually ran through an informal conversation. The counsellor actually is a person who- whom when she sees after, you know, the whole process, she can you know, give a warm greeting to.

59 I: Mhm (affirmative). So, do you think it's easy for you to do it on your own or was it necessary to have a counsellor?

60 Z: It's very important to have a counsellor, because when you go through those things yourself, you often tend to hold back things that you don't like. So, a counsellor is someone who necessarily makes you talk about and think about it. So ahm, it's very important that the counsellor is a positive person. She was lucky enough to have a very positive counsellor and she would recommend her to everyone, because their collaboration was very good. It's actually, a big part of it lies on the counsellor, because it's very important how they're gonna

transport the question and the evolution to you. It's up to them, you know, how still get the feedback.

61 I: OK. Now, I have some questions about employment. So, which steps have you taken in the- your professional life after completing the Competency Passport?

62 Z: The first thing she did after completing the Competency Passport was picking up her papers from the institute of employment, because then she actually became an employed person. Started the whole thing. And ahm- After becoming employed and starting the business she could actually, she found like she could actually run a normal life. Complete, you know. Certain obligations, certain things she wanted to do just everything run smoothly.

63 I: Now you are self-employed till now. This is- You're still self-employed at the moment?

64 Z: She does still work at the same business. And her husband helps her. But she, you know- she is the one who decides how it's gonna run, basically. She works, you know, on her own. It's her business. But sometimes it feels so she is working for someone else, because were is- For example, she has three pages on Facebook which she has to manage, refresh, sponsor, you know, do everything to keep an eye on everything.

65 I: Mhm (affirmative). OK. So, you did not apply after the Competency Passport in any job. So, you also not attached it at any application. Is that right?

66 Z: After she finished the process of the passport, there was a project in the institute of employment for self-employment. And she actually sent them the passport along with her idea for a business. And she believes that the passport actually helped her getting the necessary means to start a business.

67 I: Ah, OK. How did the employment office respond to your CP? The Competency Passport.

68 Z: She doesn't know how the people reacted to it, because when that project takes place, there is usually about 7.000 applications for business, for different businesses. And only about 1.000 or 1.500 applications are proofed. So, you know, they don't give feedback about what, you know, helped what-

69 I: Ja. OK. This is really interesting how they're or if they're reacting or not. And in which way. OK. So, you told about your self-employment that the Competency Passport effected it. How does your business plan look like or how does your work look like? What were the steps which you had to do?

70 Z: It started with the idea that she had to go through various paper works. She had to, you know, go through registration. She had to find a jo- space that didn't charge to much. She had to make sure that the fixed bills are as low as possible. So, it was just make- basically make it sure that, you know, she could run a business and you know, work without having to be in debt. And today what, you know, she pays all her bills. You know, what, [I: Yeah] what's, you know, set aside. That's it.

71 I: Mhm (affirmative). And do the regulations or- In which way do the regulations of the country influence your work? (...) Only maybe, not to particular. But maybe some words.

72 Z When- The state usually takes a lot. But with this project with the institute for employment, you know, they have a way giving back, because as mentioned they take, they accept about 1.000 to 1.500 projects. So, for example when she wants to start something but she also wants to hire a person from the institute of employment who is for example 50 years old or maybe older, she get a certain tab of bonus from the state that, you know, supports her for hiring older people or maybe disabled people or certain things like that. So, ahm by that way the country is giving back to them, because people who work in government companies, you know, they get there pay on time. They don't have to worry. But, you know, this is the way of helping people who don't- who have their own thing.

73 I: Yeah. At the moment when you decided to do your own business, how was the situation in your profession? Were there adequate jobs available?

74 Z: There were adequate jobs in her profession. But she didn't really want, you know, apply for any of those jobs, because she wasn't in the situation where she absolutely had to work. She, you know, they had what they needed to live comfortably. And all what she did in the main time, in the meantime, you know, the massages, maybe helping her friend with the boutique were more like favours, friendly gestures, volunteering of sorts, than work. You know. She didn't want to work for someone who conditioned her in any way, because employers here are very specific in a negative sense. And she struggly believes that ahm a good employee is a happy employee, because when you give an employee their freedom and their rights, they can, you know, prosper. So, she wanted to have her own business in order to be able to, you know, do everything in the way she wants to do. She didn't want to do anything by half. She wanted to have that power. And she only wanted to go off.

75 I: And what are your steps now for the future about your business? (...) Only a few questions, only.

76 Z: Further on, she wants make this family business, because her daughter is seventeen and she goes to the economic high school. Her son is sixteen and he already, you know, helps with certain things. So, when private companies appeared, it was proven that mostly family businesses were the once who, you know, who had the most success. So, she wants to make her business into a family business, you know. Slowly, when their- when her kids were out of school she wants to, you know, expand. Not too much but just enough. So, you know, they can all work in this. She wants to, you know, build a team. So, they can work basically shoulder to shoulder.

77 I: OK. I think maybe one question about this last thing. In which way do you think was it necessary or was it necessary and in which way maybe to have the Competency Passport for your business?

78 Z: It wasn't necessary to have the Competency Passport for her business. But the passport itself came at the right time, the right thing and the right person.

79 I: OK. Ja. Mhm (affirmative). We are right at the end. Maybe this question: How do you experience personally the job situation at the labour market in your profession?

80 Z: The market itself is a very unwelcoming place. The situation is pretty horrible. And this topic, it's very difficult to talk about it. And there is a lot to say. But for- she- The best thing for getting a job is actually to think, you know, with the trend. Being aware of everything that's happening. Spending time with the other people being unpaid, but being in every social network, you know, just, you know, being in touch with everything. And for example, people usually disregard employees from 35 to 40 years, because they are classified, you know, is people who're kind of like the state find on the things they have. So today that's why it's important to educate yourself in any way. For example, she studies every day. And she learns every day. And she thinks that it's her biggest mistake not learning English.

81 I: Ah, OK. Maybe. I don't know. I don't know. But you have your own business. And when it's run it's fine. (...) Do you have any aspects that should be mentioned in the context of Competency Passport? Some ideas which I not asked?

82 Z: She has nothing to add to the story itself. She thinks everything is well run. It will be a good idea, is to make a group. You know, sort of a like group meeting. Maybe once a year for all the people who went through the passport and have maybe started their own thing. You know, turn to new leaf. So, to say. So, they could, you know, exchange their experiences. Talk about it, because no one sees like something happened or something that they saw. [I: OK.] Multiple people don't see it the same way. So, it would be a good idea to get to know with the people who finished, you know, the passport as well. And you know, talk about it. See where they are and exchange ideas, you know.

83 I: Good idea.

84 Z: She thinks it's best for people around the age of 30 to do the Competency Passport, because it, you know, it's best to do it then, because younger people usually occupied with other things. You know, you are maybe 25 and studying. You still trying to find yourself, because around the age of 30 to 35, you know, you can actually, you know, have your peak while doing the passport. And ahm you never think you are old in a way until you're actually go through the process.

85 I: Ja. OK. Good ideas. Thank you. That's all.

APPENDIX E6 INTERVIEW 6 – BERINA

This interview was conducted with the help of a translator.

1 I: When you were a teenager, which kind of job did you dream of?

2 B: So, what she wanted and what she was educated for, was to be an educational worker. [Mhm (affirmative).] And she finished her education at the pedagogy academy.

3 I: Mhm (affirmative). Why was this job attractive or interesting for you?

4 B: So, working with kids and working with other people was something that attracted her, it was something that she chose and what she thought about of her life.

5 I: Mhm (affirmative). Has it change till now a little bit?

6 B: OK. So ahm when she started a family, when she had kids and she dedicated her time into raising them, she realized that was too big of a challenge. [Mhm (affirmative)] And to bigger responsibility to do what she did. But she eventually requalified into a graphics designer. And she is also certifying structures so in a way she still has a part of her dream, because she still gets to ahm teach only adults.

7 I: Mhm (affirmative). I can see. Ja. What are your expectations about a good job?

8 B: So, she is not limited in terms of financial resources. [Mhm (affirmative)] She doesn't have to work in order to survive. So, she actually enjoys herself, while doing her job. Even when she takes days off, she still sometimes sits at her computer and draws, because that is what she likes to do. So, a good job for her would be something that she could enjoy herself in, at.

9 I: Ah. OK. So, I read that you are a freelancer or a self-employer, something like that. So maybe I have to change the question a little bit. Ahm, what do you expect from you as a good employer?

10 B: OK, so she prefers to have a really good communication with her clients. Her main task is to make a client happy. So, she always does her job really well. She does through a research for her work. And she, as mentioned, she really likes to have a good communication with her client and really the client's satisfaction, you know, it's important to her.

11 I: Ah, cool. OK. And now. We come back a little bit to your educational level. You talked about the academy, the education academy. Can you tell something a little bit more about it, the educational level, what you did?

12 B: So, she never actually graduated from the academy. Her obligations, her family, actually kind of distracted her from it. So, she never actually got to finish her final exams. [Mhm (affirmative)] So she let that for maybe later in life. But in the main time she actually started doing what she does now. So, she didn't feel the need to actually finish the academy. But her time spend at the academy was usually a good experience, because they took them, you know, to a lot of places, they could visit classrooms, they could see, you know, the practical sight of what they were learning. [Mhm (affirmative)] They had a lot of, you know, practical classes. And they were in touch with children. [Yeah, cool.] So, they got a really good experience.

13 I: Ah, cool. And would you study the same today?

14 B: So, because she found herself a hundred percent in, as a graphic designer, she would definitely take up the academy of- the academy of art today. But the

pedagogical group- the pedagogical classes she took up, actually helped her a lot. She would also consider, you know, getting into that side, because it brought certain knowledges that were useful. Especially, because she is an instructor today.

15 I: Mhm (affirmative). Instructor. Ah, OK. I see. And what is the degree of employment in your family?

16 B: Her husband also has only a high school diploma. Her daughter is currently studying biology at the university. Her son is also in high school. And she also has little girl who is in primary school. [I: Ah, ja.] So that's everything.

17 I: Ja. Mixed. OK. Now we are going to the Competency Passport. Pasos Kompetencija. How did it happen that you participated in the program?

18 B: Her first kind of impression of the Competency Passport was sort of a tool to help people maybe realize somethings about themselves. Help them find a way in life. It was a tool to help people who're in some way lost. So, she basically saw it as a tool to, you know, help, find a certain way.

19 I: Mhm (affirmative).

20 B: She knew that there was the process- there was a counsellor in the organisation NAHLA, but seeing herself as a very satisfied and in a way, successful person. She didn't think that she actually needed the process. (...) Talking with her friends, she realized that some of the really successful women actually went through the process as well. So, that was a kind of, in a way push her in taking into devolving into the process. (...) These women had only nice words to say about the Competency Passport, because they thought it was, it was a- (...) They thought it was an exceptionally interesting and valuable experience that they took from the actual process.

21 I: OK. Did you have some expectations about it and how were they met?

22 B: She didn't really have any big expectations. She was more so curious about it. But when she took away from the whole processes, it was a lot more that what she expected what actually happen.

23 I: Mhm (affirmative). OK. Did the Competency Passport support you in any way personally? And if yes, why?

24 B: It actually, in a way provoke really a characteristic inside her that she didn't, you know, realized was there before. She started thinking about banal things and some of her abilities.

25 I: Mhm (affirmative) Which abilities did you find?

26 B: She actually thinks that she didn't find any special abilities that she only defined them in her life.

27 I: Mhm (affirmative). OK. To what extent did the Competency Passport affect your self-confidence? And how did it encourage you?

28 B: She didn't- The passport itself didn't actually affect her self-confidence, because she was a pretty confident person even before. But it helped her see some of the brighter sides to life. She, for example there were these situations where her family tell her, you know, that actually competency. What you're doing. What's happening. She just realized some of the things that she, you know, might do. And- (...) Her family and her friends started recognising what some of them were do. Something that could actually be an ability or competency. And they, you know, talked about using that ability or competency later in other sequence of life.

29 I: Mhm (affirmative). To what extent is it good to know yourself and the abilities?

30 B: It's really good.

31 I: OK. Yeah. Did the Competency Passport helped you to find further steps or objectives for your life?

32 B: It helped her more so to find the courage to take some steps that she wanted to take. But it wasn't sure, if she could- whether she could do it or not.

33 I: Mhm (affirmative). Can you tell something about these steps what you wanted to do?

34 B: She had ideas about certain entrepreneur undertakings. But those only state as ideas. It was only after she finished the Competency Passport that she started thinking about actually realizing in some form.

35 I: Mhm (affirmative). OK. Did the Competency Passport in any other- or did you experience any other changes?

36 B: There were no new things apart from the realisation that some ordinary abilities and competencies can actually be utilised in certain ways.

37 I: How did the Competency Passport made you aware, or better aware of your competencies of what do you find?

38 B: She realized some- she actually better defined some of her competencies, because the fact that she was able to get by was, five. In a house with five family members was just an ordinary fact to her, because it was a part of her everyday life. But after the passport she started thinking about good management skills, good coordination skills and she also realized that she has, that she could be a good delegate.

39 I: OK. (.) How do you describe now these outcomes long-term after the Competency Passport?

40 B: How did you describe competence?

41 I: How do you describe the outcomes, the changes or- long-term

42 B: She would describe them as really good. Useful. And (...) she would also describe them as quality results.

43 I: Mhm (affirmative). OK. Ja, what is your personal opinion now about the Competency Passport?

44 B: So, today she recommends it to everyone.

45 I: Ja, and why?

46 B: She recommended, because she thinks it's a way to look inside yourself. A way of self-exploration. You know, maybe realizing some of your competencies. Forming them. Shaping, defining, maybe, you know, using something what you didn't think would be useful before.

47 I: Mhm (affirmative). OK. And ah- Are there any parts of the Competency Passport you consider more important or really difficult?

48 B: The most important part for her personally was the part when they went through primary education, because she didn't think much of it before. She thought it was just a part that, a part of life that everyone goes through. And that it wasn't, you know, as important as other things. But going through it she realised that it actually shaped her a lot. That it brought a lot of things with it. And that it's actually a very important part.

49 I: Ah, cool. Sounds great. And which function did the counsellor had in the progress?

50 B: He had a function of a guide through the whole process.

51 I: Mhm (affirmative). How did he react? How did he affect the process then?

52 B: She knew Kerima personally. Kerima was her mentor. And she actually explained how the passport works. What it's meant for. And actually that, she started, you know, filling the passport by herself. And Kerima was only there to keep track of what she was doing.

53 I: Mhm (affirmative). So, does it make any change that it was a personal counsellor. Or would there be any change, if it were a different person?

54 B: Was there any- Would it make a change?

55 I: Ja. Is it a change, if it's not a personal contact to the counsellor when it were any other- [B: // OK.]

56 B: Because she knew her counsellor personally was easier for her to open up about her life, about certain details and memories. But she also thinks that if she didn't know the counsellor personally and that it will be someone she couldn't put her trust in, she probably wouldn't have opened up that much. And she maybe would have even skipped some parts of her life.

57 I: Ah, OK. Ja, now we are going to the part of the employment. Yeah. Did you do any steps after the Competency Passport? So, you were a freelancer. And ticked also freelancer now. Did you take any steps?

58 B: So, she didn't take any steps, because she actually enjoys the status of a self-employer, because it gives her the freedom to choose and (...) it gives her the freedom of engagement and also the freedom of her manipulating free time. And that's something she really enjoys.

59 I: Mhm (affirmative). Do you have any employee?

60 B: She doesn't.

61 I: OK. How important are special competencies at your job?

62 B: They're very important.

63 I: Mhm (affirmative). And which once and how?

64 B: It's important to have good negotiating skills. It's important to, you know, have the technique of getting the job done. And (...) It's important to, you know, be able to do a lot of research. Have a good researching skill. (...) And good quality of technical side of the job.

65 I: Mhm (affirmative). OK. And if you would employ somebody, how would you react or ahm yeah, react to, if the person uses the Competency Passport at the application?

66 B: She will react very good, because she thinks that the Competency Passport is actually more important than the diploma.

67 I: Mhm (affirmative). Ah, OK. Interesting. OK. Then I have another question about other people. How or ja- Did contacts with certain people effect your thinking about self-employment? Or ja, what make you think so that you want to be self-employed?

68 B: Contact with?

69 I: Contact with certain people. With any other people.

70 B: She was already a freelancer and, as a graphic designer. and she actually found all of her clients via internet. She used websites that allowed client freelancer communication. And they- it was just a matter of circumstances. The internet helped. It was nothing more. [I: OK.] That's how it started.

71 I: Ja. Aha, OK. Ja, which steps do you plan for your future for employment?

72 B: She continues doing- She plans on continuing doing what she does now. Only she- For a while, she had only clients from other countries. So not from here. And she worked, well, for them. But as it lately, clients from these grounds, from this country have been contacting her as well. And Balkan is very specific when it comes to that, because people usually seek some proof that, you know, you can do what you do. So, she is actually happy to have people from here contact her as well.

73 I: Yeah. Can imagine. OK. How do regulations of the country condition your self-employment?

74 B: The country doesn't sadly have a category for self-employers, freelancers. She- In the eye of the state itself, she doesn't have the competencies necessary

to open her, open up her own business, because she didn't finish high school as a graphics technician. She doesn't have the diploma of the academy of arts, you know, that says she's a graphics designer. So, she necessarily doesn't have what it- doesn't have the competencies to maybe run her own business, because she doesn't have any official like paper to say that she could do it.

75 I: Mhm (affirmative). Aha. OK.

76 B: So, she is basically unemployed.

77 I: Ja. OK. Yeah. Only some questions left. How do you experience the situation at the labour market for your profession when you compare it?

78 B: So, she thinks it's a very favourable situation, because of the constant need for marketing. Her clients constantly need, you know, something to be designed. So, she is actually very satisfied.

79 I: Oh, cool. That's fine. That's really good. (...) Ja and only a question- Would you work in another sector to have a job at all?

80 B: She wouldn't.

81 I: Why is it important for you? Ja why? Why is it important to work in your sector?

82 B: She said at the beginning she actually enjoys her job and the freedom, sort of flexibility it gives her, because she feels as so she isn't working at all. She, well, designing. [I: Ja.] And ahm it's- that feeling is something that, you know, drives her to do it every day. She doesn't actually have the need for money. So, income isn't that big of a factor for her. But, if she maybe needed money then she would probably have to, you know, do something else. But the way things are, she doesn't feel the need to, you know, diving to any other sectors. And she's happy where she is.

83 I: OK. Yeah. That was all. The last question. Do you have anything that should be mentioned in that context? How the Competency Passport maybe influenced

something of your life again or something else? Do you want to mention something?

84 B: She thinks that we're already went through this and she doesn't have anything special to add.

85 I: OK. So, that was all. Thank you for your time. It was really interesting to get your experiences about it.

APPENDIX E7 INTERVIEW 7 – ANIDA

The sister of Anida translated during the interview.

1 I: When you were a teenager, which kind of job did you dream of?

2 A: I was dreaming about- Well, I didn't have a specific dream. Maybe, maybe when I was a kid, I was dreaming about job of teaching.

3 I: Teaching?

4 A: Yes, about teaching. And in my teenage years I didn't have any special dream about my working. But when I started with my studies and I started- and, also, we had a practice in schools. [Mhm (affirmative).] And that was my- I think I find myself in that job. [Ahja.] In the job in school with the kids, with the primary school kids. Yes.

5 I: Why did you dream of teaching?

6 A: Well, I didn't know. I think, I'm an extrovert in my nature [Mhm (affirmative)] and I can make connection with people and with children, especially. And I think, I have a- I'm really creative to present them some things that are didn't understandable for them. Yes.

7 I: Yeah. I see.

8 A: And, for example, history for many kids is a bored subject. They are boring on that subject. (laughing) But when I was working in school, I was trying to

find methods to present them history in some interesting way. And I was successful in that.

9 I: Did it change till now, the thinking about teaching?

10 A: Well, it didn't change. I tried to do some- to change my qualification. In the times, I couldn't find a job in school. [Mhm (affirmative)] I was working- I actually days ago I just finished my workshops. History workshops for primary school kids. [Ja.] And I always working on some workshops and some activities for kids, but I tried to do that through some NGO's. [Ah. Ok, ja. Mhm (affirmative)] Yes. And I present them my workshops [Cool.] and we can try to find some engagements with that organisations. Yes [That's interesting] But I was also- But I tried to have another qualification. I finished mobile and web testing, course for mobile and web testing [Yeah] And ah, because I wanted to earn some money (.) as a freelancer. [Freelancer?] As a freelancer. Yeah. But I was working- I tried- I finished that course and I was successful in doing that. [Cool] But it was- I don't know, quite boring. [Yeah] (laughing) It was much more interesting to work with kids.

11 S: That's my area. (all laughing)

12 I: OK. Ja, ja.

13 A: She is an electrical engineer.

14 I: OK. I understand. I can imagine. And ahm, what are your expectations for a job?

15 A: For a job. = We have every year- I apply for a job in schools. [(Mhm (affirmative))] But this year I decided to not apply anymore and to try to do use something on my own. Yes. [Mhm (affirmative)] Through these NGO's, I was also planning to open some kind of educational centre. I have a property, like a house and a little garden. Like inheritance. I plan to use it for example to open some kind of educational centre and I would teach through that [Ja.] primary school kids and I could, I don't know- use my skills to institution like that. Something like that, because it's simply- Here, it's not- It's very hard to

get a job in school. There are many people who finished history here. And also-

16 S: I don't know how to say. Mentality, like number of people born in that country. [Ja.] It's going down.

17 I: Ja, ja. The demographic ah, or something like that.

18 S: Something like that. Yeah. [It's-]

19 A: And the number, kids number in school are low. And it's low {Ja. Ja.} till today. And there is no need for history teachers. And because of that, I would like to try something on my own. (laughing)

20 I: OK. I understand. And when you think about, yeah, ja, as a freelancer, you also maybe, maybe an employer. What do you think about a good employer. Your expectations about a good employer or when you are maybe an employee, what does a good employer must have?

21 A: Well, I would pay on time (laughing). Yeah and ah I think a good employer, he should pay their workers in time. And he should be-

22 S: He should be precise in giving tasks. [Mhm (affirmative)] (...) and also realistic [A: Ja.] Like, precise and realistic to be able to give tasks on time. In the fine time range. So, employee knows, what he needs to do in (box?). [A: Ja.] Realistic time frame and also that those expectations are realistic. [I: Mhm (affirmative)]

23 A: And to be (laughing)-

24 S: And to be motivating them, inspiring. [A: Yes.]

25 I: Oh, ja. For me it's the same. How important is it then for you to have a safe job?

26 A: Safe Job. Well, it's not important for me to have a safe job now. Maybe as my situation is not so hard. [I: OK.] And my husband is working. And I can

afford [I: OK.] myself to try to work something that I like. [I:Ja.] Maybe. Yeah, to experiment. [I: Ah, OK. I see. Aha.] (.) Can you repeat your question again? (laughing) I forget.

27 I: It was the question: How important is it for you to have a safe job?

28 A: OK. Well, now I said my situation is not so important for me to have safe. [I: Mhm (affirmative)] If I- I had an offer to work for programming context. Yes, to work as a tester. [I: Ah, OK.] Ja, but I'm refused to work as a tester, because I have a child. [I: Mhm (affirmative)] Three-year-old girl. And that is a job that it will- that's new already for me. And I have more- I would have to work, I don't know, eight to ten hours and to do some new- and also research and learn at home. Yea. [I: Ja.] It was a, I don't know, maybe twelve or thirteen hours per day. So I do that, because of- I couldn't work (?mean) feed a child, because I think I will- Yes would neglect her. Yes. I would neglect my daughter. And because of that I think I could find some job to work eight hours per day. But it is not- it doesn't fit in my life really. Yes, because my daughter is (?means) [I: OK.] I would be unsatisfied on that, in that way.

29 I: Yes, I can understand. Mhm (affirmative). Can understand. OK. Now only something about your education again. So, you have this freelancer thing with the web tester and your teaching masters. [A: Yeah.] Is that all or did you have any job training or something else?

30 A: I was working also as a touristic guide. We had a tour last year. American tourists came here and I was a guide. And I was- we were going to- It was a Bosnia Hercegovina trip. And I was talking about history of Bosnia.

31 I: OK. Yeah. What is the degree of employment in your family?

32 A: Aha, OK. My mother and my father, they finished high school. They didn't finished college. And my sister and me- [S: Employment. Not education.] Ah, employment. OK. Sometimes qualification. [I: Ja. But it's not a problem. It's also the interesting point.] OK. We are finished our studies. S is an electrical engineer. And I'm professor, history professor. And our brother is also

studying electrical engineer. He is third year. Ja. He is three year. Third year. Ja. OK and our father is working and our mother also was working. She is now retired. She is retired now. She working more hard.

33 I: Did I understand it right with the, you are a lecturer or professor (.) in history? (.) Or what did you say?

34 A: History professor.

35 I: History professor.

36 A: Oh. No, no, no. There is difference in Europe and here in this terminology, because we say for a high school teacher also professor. (laughing) [I: Oh, I understand. Yes, I can imagine- Ja. I remember. A girl told me.] Yes. In your (?means) professor is just on the college. Here we have more professors. Ja. (laughing)

37 I: OK. Perfect. Now, we are going to the Pasos Kompetencija. How did it happen that you participated in that programme.

38 A: I read something about that at NAHLA website. NAHLA is educational centre for peo- for women here. And [S: Is not only for women.] Ja. Also, for man. [I: Ja.] And I applied. And I- (...)

39 S: It was offered like people would apply and they would choose somebody who will be granted. [I: Mhm (affirmative).] They had the opportunity to do.

40 I: OK. Ja.

41 S: So, she applied and she took. (...) You should speak first.

42 A: (laughing) She is bad as translator. Well, I applied. I wanted to have- [S: // So we cannot higher, higher level of English.] Ja. OK.

43 I: But you try it and you getting better. I think. It is for me the same.

44 A: I wanted to have at one place all my competencies. And to find out for some competencies that I maybe didn't know to have them. [I: Aha.] After that

I tried to start with the passport of competencies. I really didn't know that all these things are considered skills. Yes, are considered skills.

45 I: So, your expectation- The expectation were that you find maybe some competences? [A: Well, yes.] And this was then, ja met. Sometimes. Or? Where these expectations met in this process? Or in which way?

46 A: Well, yes. For- I didn't know that those things that I find out, I didn't know that they're competencies, because there are many things I don't know.

47 S: Actually, she thought that it would be good to have all her competences in one place. And that's why she applied. [I: Ah, ja.] But after she finished with it, she realized that she had some things, some skills that she didn't even consider to [I: Cool.] be like competencies or skills.

48 A: Maybe I know, I know for them. But I didn't know that they are considered as skills. For example- [S: Skills to analyse, organizing skills. Skill to differentiate between relevant and irrelevant information.] [I: Ohja. Ja.] OK. Something like that. [I: Mhm (affirmative).] I didn't know that those things are skills. Something. [I: Cool. Sounds great.] Because we were working on some of these things on our college. For example, critical thinking, analysing different sides. Stories from different sides. I don't know. About different sides and the stories about the same topic. And we should improve that skill at- on a college. But I didn't know that some, I don't know, specific skill. [S: That's something you can sell.] Ja. That's something- Yes. Yes.

49 I: And in this way. Did the Competency Passport support you in any way personally? Your life? And if yes, why?

50 A: I tried to remember. (...)

51 S: It gave her courage. [I: Aha.] And affected her confidence.

52 I: Aha. OK. Cool. (...) To what extent is it good to know your competencies and your abilities?

- 53 S: It's good, because it opens more possibilities for you. Cause it's something that you didn't know that you can try. [I: Mhm (affirmative).] (...) There is no larger, like set of jobs and employment opportunities.
-
- 54 I: Ah, OK. Cool. And. Did the Competency Passport helped you to find further steps or objectives for your life?
-
- 55 A: Sorry?
-
- 56 I: So, did the Competency Passport helped you to find further steps in your life or new objectives, aims ins your life?
-
- 57 A: After that she decided to start her own work life (?means) her own business that she was talking about. It also came as a result of reading a book. Reach that for that. (laughing) Those two combined actually helped her to decide that she wants to start something on her own. (...) Actually, right after the Competency Passport, she actually got a job. But, because of some legal issues, she couldn't start working. It was in high school. It was a good job. But there was some, I don't know, legal complications, because it's a public school and some next years. (laughing)
-
- 58 I: Sorry. OK. And did you experience any other changes, because of the Competency Passport?
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- 59 S: She realized that she has a large set of social skills. Good developed social skills. And she can actually use them. Yes.
-
- 60 I: Cool. Ja.
-
- 61 A: Also, it is connected with this. I didn't know that those things are skills.
-
- 62 I: So, did it change your way how you see your competencies?
-
- 63 A: Ja.
-
- 64 I: All is interesting.
-

65 S: She actually thought that her only competence was the college degree. And that she was only competent to work in school. And this actually opened new horizons. She realized that's not the only competence. That competencies are actually quite wider. [I: Of course. Ja.] Area and that she can do so much more. [I: Wow.] (...) She realized, it opened other areas, like that she could maybe be successful as a manager or in tourism or any other area that she actually likes or feels competent to work in. (...) While they were talking during this interview for Competency Passport- What's actually the English name for that? Passport of competencies?

66 I: Ja. Competency Passport is [S: Competency Passport.] possible.

67 A: While they were talking about it and they were talking about the specific project that she worked on, it was a legal short film about an event. Something that happened during the war to some children in that school where she worked then. So, they actually realized through that, that she was even an event manager. So, that she has skills of an event manager, because she needed to organize-

68 I: Means what? An event?

69 S: Event manager. Event organizer. [I: Ah.] Event manager or something.

70 I: OK. Event manager. Ja.

71 S: Because she needed to organize many people to come and give interviews and to come later on to see the movie.

72 I: Mhm (affirmative). Interesting situation. And ahm, you talked about your self-confidence and your yeah, something. When you compare it now from this point of finishing the Pasos and now, have it changed in that time?

73 S: She said, it hasn't changed, because now, these workshops that she is working on and she is planning to offer to different organisations that she actually I think already has a deal with one organisation. It was a completely new area

for her. But she wasn't afraid [I: OK.] to start it. Maybe before she would be afraid. But even now, after- How much time does it- (...)

74 A: I was working this passport-

75 S: In 2017.

76 A: Ja. No in 2016. [I: OK.] In 2017, OK I forgot.

77 S: Because I was trying to calculate the time. [I: OK.] So, during this half year, or about six months, right? [A: Ja.] That she was finished that. So, her confidence hasn't changed. It remained on higher level, [I: Ja.] because she is not afraid to try something completely different and completely new.

78 A: Because these workshops were connected with physics and with chemistry. And physics and chemistry are connected with the history here in this workshop. And I was afraid to work on something like that, [I: Ja.] because it was about experiments that primary school kids should do. And I didn't afraid of that, afraid of that, because I have here, somewhere here, competency that I don't afraid to do some new things. So, it was-

79 S: Actually, I was really surprised as a sister. [I: Really?] Because she- Yes. always hated and she was always so afraid of chemistry, of physics, [A: Ja.] mathematics. Anything like natural science. [I: Cool.] And she said, I'm going to do this from like history aspects. Like, what did, I don't know, some scientists in middle ages do. How did he performs them experiments and she is going to show it to the kids. [A: Ja.] Connected with the history.

80 I: Aha. Sounds great. And what is now your opinion, your personal opinion about the Competency Passport?

81 A: I think it's a really good thing. And I would recommend it to everyone to do this, because, I don't know, all atmosphere is positive, because it focusses on your skills, on your possibilities. And in some way also it focusses on your also personal growth. I don't know. We were talking of when I was walking on the passport. We were talking also about my way in islam. I don't know,

my psychotherapy, my experiences with psychotherapy. I don't know. And to that things that very- that very affected on you personal. We find some competencies. And I didn't know that we will find there. That competencies. You think that you will find competencies only through, I don't know, through job, through, I don't know, some activities. But when you- [S: When you go through that.] Ja. When you go through, I don't know, your experience with psychotherapy, your way, your experience with islam, you-

82 S: Like your experience with your religious, [I: Ja.] with your religiousness.

83 A: Ja, because we are something like converts to Islam. We don't, something like this. When you go through all that things and your mentor find some competencies, you know that. [I: Aha.] And that's a really good thing.

84 I: Aha. Ahm. Are there any parts which you consider as difficult or ja, or you think there are some more important things than others?

85 A: I think all parts are important, because-

86 S: She considers all parts important, because it goes like through all areas of your life to take something from all those series. (...) OK. To this side every part of your life and figure out what's important here to may, I don't know.

87 I: Mhm (affirmative). Which function did your counsellor, so Kerima, had in this process?

88 A: She was just listening to me. And I was talking for example, while we were talking about the film that I was working on. She was listening to me. And I was talking. And through that, she said OK, you, I don't know, organised all this. OK your employer told you that it's not possible to do that film. And you said, OK. It's possible. I was- I asked all those people and they said that they would like to interview [S: They would like to come for-] Ja. They would like to come to interview. And I said it's possible. And from that, from these sentences she said, OK, you have this competency. OK You- (...)

89 S: You don't have like, you don't have a problem to speak up to authority, to persons with authority. [A: Ja.] Like, to have a posing view, or something.

90 A: To argument your opinion and to fight for your idea. And to finalise that. (...) Her role is, was to listen me. She was always listening me. And from my experience, experiences and from the things that I was talking about, she would say, OK, you have these competencies. [S: // She would define something.] She did define competencies. Yes. And I would write them. And she would- And she would grade them. Yes

91 I: OK. Would you say, it's possible to do it on your own?

92 A: Yeah, well. Somethings I do, or I was doing on my own, because at start she would working. She would grade me. And somethings she would give me a homework. And I was working on that at home. My task also was to grade myself. [I: Ja.] OK. I think that mentor is really important. And I think I couldn't do this alone. [I: OK.] Yes. Because I think all the time I saw that she was qualified for this. Because I couldn't-

93 S: You would not be able to extract this specific [A: Yes.] competencies or something.

94 A: All these competencies from that. And I didn't know that those things are competencies. [I: OK.] Because a mentor is very important.

95 I: Ahja. Mhm (affirmative). OK. Now, we are going to the employment topic. Which steps have you taken after- Which steps have you taken in your professional life, in your employment life after completing the Competency Passport?

96 A: Well, I finished this web and mobile testing course. And I applied to get some jobs. But I didn't find myself in these things, mobile and web testing. And after that I was, I was working as a- I had a tour that I was talking about. I was working as a tourist guide. It was also very interesting for me. And I wanted to- my English was so, so bad before. But I was preparing for that tour. And I was working really, really hard at my English. And I prepared all those

history things that I was talking about for the tour. So, that was after I finished with the passport competencies. [I: Ahja.] And after that I was, I tried also to get a job in school. But I couldn't get a job in school. But up to that I was working with these workshops. [I: Ja.] And I finished them. And ja, in process now. Ja, in process now. Yes. I-

97 S: She's about to start working. [I: Ja.] Those workshops with those organisations.

98 I: And how does the Competency Passport ja, affected or impeded these changes, these steps?

99 A: Well, it was affected, because it gave me, I told this before, self-confidence to do these things, because I could never - I could never accept to be a touristic guide for American tourists before. (laughing) Because my English was really bad. And I was working on my English. I had in my head, OK, you don't afraid to do some newer things. OK. You have all those competencies. You have social skills. OK. You have skills of representing history. It could be very interesting for tourists. So, I accepted that. [I: Cool.] And I had that tour. So, I felt, so, organise then this year the same tour with different tourists from [I: Wow.] the USA.

100 I: Mhm (affirmative). OK. Have there been like setbacks or bad experiences with your employment life? Were there some?

101 A: Yes. I had a- Last year, I had really bad experience, because I was working in my school for two years. And it was really hard. I was trying to stay at that school, because- And I was working really hard. And I had just six lessons, hours to- [S: She only like had six classes a week. Only.] Yes. And I was satisfied, because I didn't want to work as a full-time, because of my family, because of my daughter. And it was really a good option for me these six lessons. And, but I was working these six lessons [S: That was the smallest share of everything that she did there.] I was working on many projects in school. Every new project that came in school, I worked on that. And I was also, I finished this film that we were talking about in school. And [S: Like

she did many extracurricular activities in that school as a teacher.] Ja. And this year, it was a- I'll applied in that school. And I was hoping to get a job there, because they were really satisfied with my courses. They choose another girl. She was really- She had bad competencies. She was a bad student. And she- [S: And that's not nice to say.] OK. But [S: OK. But she was like, it was obvious.] // It was something like. Ja. Obvious. We had a list.

102 S: They had a grading list.

103 A: Ja. Grading list. And all that things writing on that list. Also, her-

104 S: She had a lot of more, better, lot of better grades. Like, all those points, all those things that were graded in the interview. Aida was quite better. But there is one clause, where, that can be actually affected by the people. Like they- Ja, if they want to- Yes. If they prefer certain candidates, they can actually, they gave them more points.

105 A: And it was a obvious thing. [I: Sorry.]

106 S: Very often politic effects.

107 A: Ja. Because our rectors are from different political parties. And they wanted to accept the person that is, I don't know, is close to them. Or they have something like, someone recommended her. It's something like corruption. (laughing) It is corruption. And

108 S: She actually complained- she couldn't get the job in any way, you know, because that how the things are. But she complained only to make a point. [I: Ja.] She told them like about everything that she did for that school and something like that. That's something that she usually wouldn't do. She never complained before. But now, like she became aware like, I'm so worthy. [I: Perfect.] You gonna hear from me.

109 I: This is good. But the story is really sad. Of course. Ja. Ahm. So, I have some questions about the application process. So, you said you applied for the jobs. And did you attach your Competency Passport on it?

110 A: I didn't. I didn't do that. I don't know why. (...) Because I was applying just in schools. And we had just a list of documents that you should attend then. That you can actually. Ja. And you don't have to put anything else. If you put anything else, something they told you we don't grade this. Because these are state schools. [I: Ja.] State schools and public schools. Yes. And they have their system of gradings.

111 I: So, then do you have any experience about it, how the employers react to this passport?

112 A: I don't have that kind of experience. And I think that employers here don't know about this passport. (...) I think it would be, I think it would- [S: You would probably, like attach it to the CV, if it was some kind of, I don't know, private company.] [I: When it's not the public.] Ja. Here is a really big difference between private and state companies, because state companies they got money from the state budgets. And, they don't have to work so hard for that money. But for private companies [S: It's that payment rumours.] Private companies, they are really want to employ someone worthy. And I think they keep the people. In private companies, they appreciate this passport of competencies. [I: OK.] And maybe they would be (?means).

113 I: Ahja. OK.

114 S: If you did it and find, like this mobile and web testing boring, those companies would probably want to see this.

115 A: Ja. I know.

116 I: OK. OK. Maybe the public sector has to change there thinking. OK. (...) Ahm. I asked it. To what extent do you feel or did you feel encouraged to look for a job or to try out new areas? Ja. You talked a little bit about it. You tried the web sector. Ja. Anything else maybe?

117 A: I don't know.

118 I: OK.

119 S: Tourism. Like- Web and mobile testing and also these workshops [I: Ahja.] in different areas but connected with history.

120 I: Cool. (...) Ja. So, did contacts with certain people with the counsellor or some other participants from the Competency Passport helped you with your employment?

121 S: With what?

122 I: The counsellor. So, Kerima. Or other participants. People who also did the Competency Passport helped in this employment progress, process? In any way?

123 A: They were really open for everything. Kerima told me, if you have an issue, you can come. We can organise a meeting and we will (?means). And we have a- I'm a part of NAHLA's business community. They had something, they had something like business community. And they collect people who are trying to find a job. And they come and they organise some events. Some business women and the women and the people who started with their business. And they came on that event. And they are talking about their beginnings and about their business. So, they really work a good job. They do a really good job. [I: Ah. OK.]

124 S: They are trying to network people.

125 A: Ja. To network people. Ja, ja, ja. And many people, and they have also business academy. And on that business academy who can learn everything about starting your new job. New business. To make your own business. Ja. And I just wanted to organise meeting with Kerima to talk about legal process [S: To start her educational centre she is planning.] Ja. And I was also planning to- [S: She's planning to sign up for this business academy.] [I: Yeah.] Because it's a really good thing. It has- One girl who went in this business academy did they had just one machine. CNC machine. [S: CNC machine.] [I: Ja.] They bought that and she had an idea to make toys from wood. And her idea she got

some money to start with the job. With the business. [I: Cool.] Yes. They really did a good job.

126 I: Aha. OK. And did other people from your social network, so family, friends or something were helpful?

127 A: Well, yes. I have- nice environment. My friends. I have a sister. And we are really connected. Now, when I was working on these workshops I had many things that are from area physics and chemistry. And one friend she helped me with the translation. My sister also helped me with some things. So, when I don't know to do something from informatics my sister helped me. I have a really nice environment. [I: Ja. Cool.] We are connected.

128 I: So, ahm (...) Which steps do you plan for your future in employment?

129 A: I have many ideas. Now, my husband and me, we are trying to-

130 S: They are trying to renovate their apartment they have. So, they plan to rent it to the tourists, [I: Ja.] because tourism is getting big here.

131 A: And I also planning to work on my skills as a touristic guide. I also, in the process is this organising the new tour from your (?sea). And I think I will be also touristic guide this summer. So, I'm also planning to start this educational centre. I have many ideas. I don't know. [I: Wow. Sounds interesting.] But I don't know. I was-

132 S: She still don't know where all these things will lead her in further future. She has no idea.

133 I: And what makes you think so? Where come the ideas from? What encourages you?

134 A: Well, I have a really optimistic environment. All our friends, I don't know. We are really optimistic, because I have really many friends who don't work these safe jobs. They are unpopular for them. And they are, I don't know, Latifa, our friend, is an electrical engineer. And she had also a three old year son. And she was working many jobs from her home. Yes. She doesn't have

safe job. But she has so many skills. They don't have people who works in this state, on these state jobs.

135 S: They are not like, they're goal is not to have a safe job. Or, I don't know, a job in the public sector. They just want to live a fulfilling life and work. On different projects. Or things that they find important. But also brings a certain amount of money.

136 I: Yeah. Wow.

137 S: Like people with alternative solutions. For life-work-balance. (...) She considers the situation in our country right now, because political economic situation is not so great. But sometimes that kind of environment can be like really good for certain things, because a lot of things are not defined. So, there is a lot of space for improvisation. [I: Yeah.]

138 A: For new ideas. For new project. When you have a new idea, you can just realise that, because oh- I had an idea about these workshops. And I finished the workshops. And-

139 S: She made a contract with certain organisations she worked for.

140 A: // And I will try to yeah- (...) I realised them. And it's a really good thing, because our friend Latifa, she- Now, she was working on her book, for example from her home. I don't know when she was working maybe in 2pm. I don't know. When her son is sleeping. And my sister also, she had state job. But in a free time, she works on many projects. I don't know. Latifa and her they just finished one project. And we were organised. I take care of her son and of my girl. And they were working (laughing)

141 S: We were paying Anida to take care for Latifa's child together with her child. So that Latifa and I have time to finish our project. That I was doing like after my job. After my working hours. We were working on a chapter of a book. It is a project that we signed contract for. And I actually offered Latifa, because I didn't have time to finish all on my own. So, I offered her like you can half the money. And we will use the money also to pay for Anida to take care of

her child. So, we finished the chapter together. And we split the money. And we also paid Anida.

142 I: Great idea. Great idea. Wow.

143 A: And they also helped me on my project.

144 S: After finishing this project then started like so, I'm going to take care of both of your children. Like now through my work. Or something like this. We're gonna organise. So, Anida can have time to prepare her workshops [I: Yeah. Yeah.] So, it's really like, you know, positive environment. Community.

145 I: Wow. This is really nice. I like it really much.

146 A: And finding like alternative solutions.

147 I: Yes. Perfect.

148 A: And you got ideas in that environment. You have ideas.

149 S: We often joke like, Bosnian dream. Like, when you say American dream, we have Bosnian dream. And it's something completely different, because Bosnian dream is to have this safe job in the public sector. Like, one of those boring jobs. You don't have to do much. But you have a safe job. You have safe pay check. And, I don't know. Vacations and everything. That's the Bosnian dream. And that's the dream for the generation of our parents. But for us that's not the same. Because-

150 A: Because this, so that generation- They were working on the same job for forty years. And they were tired. They don't know what to do with there lifes. [I: Ja.] They did twenty years after the fires and all that time they don't know what to do with all this time. So, I think it's not a good idea to live like that.

151 I: Yes, of course. I understand. And I like it really much. Also, the thinking I like. OK. So, we are only- Some questions left. Only something about your self-employment or your freelancership. (...) Yeah. How does the Competency

Passport influence it? Maybe some words again about it. (...) How the Competency Passport influenced these steps to take for the freelancer, for the-

152 : It was, it affected her decisions a lot. [I: Mhm (affirmative).] Because before she could see only one part. Like, OK my only competence is college degree I have. And this teaching. And I have to do that. But after this, she realised like that she has many competencies. And that she can actually try and do something more interesting better. It gave her courage to even try something in areas that she never tried before. Like the boring area. (laughing)

153 A: It was not so- It's not so boring. But that

154 S: She realised, she has many options actually. All these options like these alternative solutions for life. More fulfilling life. And better balance between work and life.

155 I: And can you say something about the regulations from the country for the self-employment?

156 A: She has, She has, She has some partial information. But that why she is planning to see her mentor again, Kerima, to talk about all that. Like this, well, legal process of starting this organisation that she is planning. Also, she plans to sign up for this business academy also to find out like, what she needs to do. And she was also planning to finish this official education for tourist guide. [A: Yes.] She knows everything. But she needs to get the license. [A: certificate to be legal.] Certificate for certain areas. She doesn't have certificate. You have to have certificate for every area you are working on.

157 I: OK. Ahm. Ja. So, only two or three question about the labour market. And then we are through. [A: OK.] What possibilities do you have with your profession at the labour market?

158 S: Labour market?

159 I: Ja. In the economy. [S: What was the question?] What possibilities do you have with your profession at the economy, the labour market?

160 S: Do you mean just like with her education or? [I: Ja.] You mean like this degree? [I: Ja.] OK. (...) There are not many possibilities, because she is in history. So, she can be a tourist guide. But you can be that also without history. Without that degree. The other option is like scientific work. Where you can work in some scientific institute. But that's like very narrow. You have very low chances of getting such a job. And schools.

161 I: OK. And the situation ahm the first and last point. How is it here in the country? The possibilities? So, with the, so the scientific are really only a few chances or really little.

162 S: Very few chances. Very, very few chances.

163 I: And the other part. The teacher and the tour-?

164 A: The most of that is connected with the political, because political parties are here very strong, when-

165 S: // You mean, because you can only, even this science department. There are also, like a public institution. [A: Yeah.] So, they depend on budget. [I: Ja.] And there actually, their budget is very low. So, they employ very few people and so you don't have many opportunities to work. [I: OK. Ja.] (...) These institutions are like hardly surviving, because of that political economic situation. And we even have our museum like closed for some period of time. And it is like a really difficult situation. It is better now. But even so, those areas like- It's difficult to find a job [I: Ja.] And it's also- I don't know. (...) There are lesser and lesser jobs.

166 I: Ja. I understood. Ja. Would the situation be different for persons or for you when you are older or younger? Or from the different parts of the country?

167 S: She doesn't think in her area, area of history. She would probably have about the same chances.

168 A: Because there are many younger students who finished history now. And they don't have a job. They find some other jobs. They don't work that job.

That they have a degree. They work other jobs. And you have a, I don't know, we are from Sarajevo. Sarajevo is, the most possibilities here in Sarajevo. You do not have a bigger chance that you are from some other parts of Bosnia Hercegovina.

169 I: OK. Ja. Mhm (affirmative). And in the case that you can get a job in another sector, would you take this job, to have a job at all? (...) Would you work in another sector. Not historic. Any other sector to have a job at all?

170 S: You mean like, if she couldn't get this. Only to have a job.

171 I: Yes.

172 S: Yes, if she is really in a need of any job she-

173 I: OK. Ja. To- For what? Secure family, or?

174 A: Ja. For secure family. If I would be in need, because- Now, I'm not in need.

175 S: Now, her basic needs are met. So, that's not a problem. But if it is happen to be a problem, like she need the work, they need money, they need to pay, I don't know, friends. You know, there is not enough money to meet the end. [I: I can imagine.] So, [A: I would take anything.] She would then work in any other area.

176 I: Cool. So, we are through. Do you have any aspects which should be mentioned in the whole Comp- in that whole context about Pasos Kompetencija or something else?

177 S: She actually thought that would be good that there is a part in this whole process, if you actually have certain idea and you would like to realise that you go through it with your mentor and you work it through. So, they help you with their own ideas and with their own guidance. And they help you with the legal parts or something like, just to put somethings into perspective or to make it- to maybe prepare idea for the market. So, when you finish with this Competency Passport that you have something in your hand, like certain idea that maybe you can actually implement [A: Ja.] right after that.

178 I: Ja. So, for freelancers, self-employment?

179 S: Yes.

180 I: You mean this or in any case, in any other case?

181 S: I think she was actually replying only to self-employment. When did you have a start-up idea or something. [I: OK.] But I don't know. Maybe it would be good like they also help you prepare like, for you want to go with a certain company you want. You have certain job. And they help you prepare like how are you going to make them employ you. (laughing) [I: Yeah. Aha.] So, give them an offer they can (laughing).

182 I: Ahja. Cool. Sounds great. That's it. Thank you for your time and sharing so much things.

APPENDIX E8 INTERVIEW 8 – AMILA

This interview was conducted in German.

1 I: Als du ein Teenager warst, von welchem Beruf hast du geträumt?

2 A: Als ich ein Teenager war? Mit wie vielen Jahren war das? 18? 19? So?

3 I: Zwischen zehn bis 18, 19.

4 A: Zwischen zehn bis 18 wollte ich ein Zahntechniker werden. [Mhm (affirmative)] Sagt man das so, ja?

5 I: Ja, Zahntechniker.

6 A: Ich war in Deutschland während des Krieges. Hab dort zwei oder drei Jahre bin ich in die Schule gegangen und bin zurückgekommen. Und ging äh in die Zahntechniker-Mittelschule und wollte auch [Ja.] den Abschluss. Fakultät, auch das machen. [Ja.] Aber mein Vater ist gestorben, leider. In der Zeit da. Deswegen hatte ich überhaupt keine Ahnung was ich machen wollte. Das war ich war jung, ich ging in die Schule. Ich dachte, ich möchte nur das machen, ganz anderes aber das war leider nicht so. Mein Vater ist gestorben. Ich wusste

echt nicht was weiter. Und ich wollte dann irgendwas studieren. [Ah.] Irgendwas äh hat resultiert mit dem, dass mein Onkel, ein Laywer [Ja, ein Rechtsanwalt] Rechtsanwalt ist. Ich wollte auch das studieren aber ging nicht. Deswegen ähm hab ich Sanitätsingenieur- Ich bin ein Sanitätsingenieur. Ich weiß nicht, wie man das auf Deutsch sagt. [Ah, OK.] Das ist sowas ähnliches wie biologische und chemische Analysen von äh Nahrung, Wasser. Irgendsowas ähnliches [Ah, OK.] Export- Importanalysen von Fleisch das rein und rauskommt. [Interessant, wow.] Das wollte ich machen. Das hab ich auch studiert. Aber am Anfang wollte ich Zahntechniker werden. [Aha.] Wurde nichts. Davon- Deswegen hab ich das studiert. Wurde auch nichts davon. [Ah, OK] Deswegen arbeite ich jetzt was ganz anders. [OK] Was, was ich nicht mag aber [//was] was- Wie bitte?

7 I: Was hat dich an Zahntechniker oder so interessiert?

8 A: Interessiert? Ich habe- Ich hab keine Ahnung. Die präzisen Arbeiten oder sowas. Deswegen wollte ich das machen. [OK] Das ging mir- Das ging mir von Hand? Wie sagt man das? Sowas?

9 I: Ging dir von der Hand.

10 A: Von der Hand. [Genau.] Äh, deswegen wollte ich das machen. Aber am Ende, am Ende des Abschlusses war ich nicht so viel interessiert. Ich hatte das eben, wie viel, 18 Jahre. Wusste vielleicht am Anfang, war mir nicht sicher. Das war das Einzige, was ich gesehen haben in dem äh- in dem Zeitraum. Äh 18 Jahre war ich schon ohne mein Vater und musste anfangen bisschen zu Arbeiten. Hab was von was anderem geträumt. [Mhm (affirmative)] Deswegen hab ich mit meinem Onkel darüber gesprochen und habe den Abschluss für Sanitätsingenieur gemacht, weil ich- ich mochte das am Anfang. Das war echt gut am Anfang. Ich dachte, es würde mir eine Perspektive bringen. Aber, und würde es auch vielleicht, wenn ich [Ja. Ja.] woanders leben würde. [Ah.] Hier ist es ein Problem. Ein Problem. [Ah, OK.] Das ist es.

11 I: Da kommen wir ganz am Ende nochmal drauf zu sprechen mit der beruflichen Situation so. Was da möglich ist. Ja. Was sind Erwartungen an einen Beruf für dich oder an eine Arbeitsstelle?

12 A: Die Erwartungen?

13 I: Ja.

14 A: Alles was ich jetzt nicht habe. Das wäre: Einen normalen Lohn, [Ja.] eine normale Perspektive. Ich möchte für mich einen Job, wo ich- Wie kann ich das sagen? Wo ich lernen kann, wo ich mehr machen, mehr aus meinem Leben machen kann. Zum Beispiel, ich will nicht in der Position bleiben. Vielleicht, wie sagt man das? Wenn dich jemand befördert [befördert] befördert. [Ja.] Bloß, ich bin mir nicht sicher, wie man das sagt, aber sowas in dieser Richtung. Ähm. Normal zwei Tage frei oder sowas ähnliches. Bloß, dass ich irgendwo hingehen kann. Ich möchte nicht ähm- Meinen Hobby wenden können (anwenden?). Sometimes, manchmal. [Manchmal.] Das ist es eigentlich. Das ist überhaupt nicht viel aber das ist hier zu viel. [OK.] Das ist ein ganz normaler Job. Das was ich studiert habe, was ich arbeiten kann und was ich arbeiten möchte und was mir eigentlich gefällt, weil ich bin nicht 70. Ich denke, vielleicht irgendein Job den ich 40 Jahre, die nächsten, machen würde. Es wäre gut, wenn ich das auch mag. [Ja.] Das ist es eigentlich.

15 I: Und ähm. Wie stellst du dir einen guten Arbeitgeber vor?

16 A: Einen guten Arbeitgeber? Das ist eigentlich das gleiche, was ich gerade gesagt habe. Irgendeinen, eine Person, die mich versteht, mit der ich reden kann. Ich habe kein Problem mit Arbeiten- Wie sagt man das? Mehr Zeit [Überstunden] Überstunden, ja. Ich habe kein Problem mit den Überstunden. Aber wenn ich etwas gebe, ich möchte auch etwas zurück. [Ja.] Erwarte etwas zurück. Das ist es eigentlich. Gar nicht viel. [OK.] Nicht viel. [Mhm (affirmative)] Irgendjemand, der mich versteht, mit dem ich reden kann, mit dem ich meine Probleme vielleicht äh- [Ja?] (meint?)

17 I: Und ähm. Wie wichtig ist es für dich, einen sicheren Job zu haben?

18 A: Sehr wichtig.

19 I: Sehr wichtig? Warum?

20 A: Sehr wichtig. Ja. Einen sicheren Job. Das ist eine- Das ist alles, aber nicht kurzfristig. Deswegen, das ist etwas- Ich bin nicht mehr 12 oder 13. [Ja.] Ich möchte eine Familie gründen, vielleicht Kinder haben, vielleicht einen Hund haben oder sowas ähnliches. [Cool.] Aber deswegen brauch ich etwas Sichereres. Etwas, woran ich mich ähm- Das ist das Problem mit meinen Deutschwörtern. Ähm, (...) zu wem ich mich wenden kann oder sowas ähnliches. [Ah.] Ich weiß nicht ob man mich verstehen, was ich meine.

21 I: Ich denke schon. Ich denke schon. OK.

22 A: Ich glaube, dass ist für alle hier sehr wichtig. Für alle die vielleicht 27+ Jahre haben. Einen guten und einen langfristigen Job haben. Einen sicheren Job.

23 I: OK. Und in welchem Verhältnis sollte, sag ich mal, der Lohn, das Gehalt und ähm die Möglichkeit der Ausübung, also deiner Fähigkeiten sein? Also das du die an der Arbeit anwenden kannst.

24 A: Das kann nicht- anders verstanden?

25 I: Deine Fähigkeiten, die du hast, wie wichtig ist es dir, die anzuwenden, im Vergleich zum Gehalt?

26 A: Aha. Äh, ich habe keine Ahnung wie ich das jetzt Antworten sollte. Ne, echt nicht. Ich weiß echt nicht. Ich weiß genau was du meinst. Aber, zum Beispiel hier, wo ich gerade arbeite, habe ich einen mittleren, normalen Lohn. Sag ich mal so. Ich hatte einen Anruf, vor ein paar Monaten von einem Mann, der mich beschäftigen wollte, als Sanitätsingenieur. Der hat gerade erst die Firma gezeugt. [Gegründet.] Ja. Gegründet. Und der bietet mir den minimalen Lohn. [Ja.] Der minimale Lohn, das ist mein Fach. Ich träume davon, in meinem Fach zu arbeiten. Er bietet mir mehr- Der minimale Lohn in Bosnien ist 390 Mark. Das ist sowas Ähnliches, ungefähr 200€. Das ist gar nichts. [Ja.]

Ich habe hier gerade eben dreifach so viel. Dreifach so viel. [Ja.] Das ist wirklich nicht äh- 300 Mark oder 200€ ist nicht genug, um hier irgendwas zu machen. Irgendwas. [Ja.] Deswegen ist es wichtig, wenn ich irgendwelche Fähigkeiten habe, vielleicht muss er- am ersten Teil, you know, der Lohn nicht so groß sein. Aber später vielleicht, [Ja.] in ein paar Monaten, wenn ich mich meine Fähigkeiten zeigen kann oder sowas ähnliches. Das wäre wirklich schön, wenn irgendjemand das ähm schätzen kann [Ja, glaub ich.] und auch das zahlen würde. Das wäre wirklich sehr schön. Deswegen wollte ich auch da nicht arbeiten, weil ich mit 200€ hier gar nichts machen kann. Ich liebe diesen Job, wirklich. Ich hatte studiert. Es wäre wirklich gut da zu arbeiten, aber- Er sagte mir auch, dass war der normale Lohn, mit der Möglichkeit äquivalenten Aufstieg zum, ungefähr 450€. [OK. Ja.] Das ist fies. Eigentlich werde ich bis Ende meines Lebens für 800 Mark arbeiten würde. Das ist zu wenig. Zu wenig für alles. [Ja.] Zu wenig für alles. Alle- Wir arbeiten für Geld, nicht weil wir [Klar.] leben um zu arbeiten. Das ist so. [Ja. Richtig.] Ich hab schon angefangen drei, Bosnisch, Englisch und Deutsch zu nutzen. (laughing)

27 I: Voll OK. Absolut. Ja. Genau. Deine Ausbildung hatte ich dich schon gefragt. (...) Vielleicht noch die Frage: Würdest du das heutzutage wieder studieren, wenn du dich jetzt noch mal entscheiden könntest?

28 A: Ich glaube ja. Ich liebe das. Ja ich würde vielleicht, wenn ich ein bisschen älter wäre, dann würde ich vielleicht nachdenken, was mir mehr Geld bringt. Aber wenn ich so zurück gucke, was ich lebe und was ich arbeiten möchte, dass wäre das wie jetzt. [Cool.] Das ist gut. Das ist selbst etwas- Ich bin kein statischer Mensch. Ich mag den Adrenalinschub. Ich (?meint) die Bürodinger und Administration und die Papier Dingsda. Wie heißt das? Das ist- [administrativ] Ja. Administrativ. Hier und überall. Deswegen mag ich das überhaupt, aber ist auch OK. Wenn man gar nichts anderes hat ist es OK.

29 I: Mhm (affirmative). Ahm. Hattest du so etwas wie eine Ausbildung auch gemacht?

30 A: Ausbildung für was?

31 I: Also für berufliche Ausbildung, neben deinem Studium. Oder ist dieses an der High School oder an der Schule sowas wie eine Ausbildung?

32 A: Bei uns hier, ich weiß nicht wie das in Deutschland geht. Hier hab ich die Hauptschule fertig gemacht. Hab ich vier Jahre Mittelschule fertig gemacht mit dem Zahntechniker. Dann habe ich studiert. Studium war vier Jahre und ich habe den Titel Sanitätsingenieur bekommen. [OK. Ahja.] Deswegen weiß ich nicht was du meinst.

33 I: Ja. Der Zahntechniker ist so eine Art dann berufliche Ausbildung. OK.

34 A: Berufliche Ausbildung Zahntechniker. Und mit der Fakultät, dass ist was total anderes.

35 I: OK. Mhm (affirmative). Genau. Jetzt noch vielleicht: Wie sieht es in deiner Familie mit der Beschäftigung halt aus. Oder was-

36 A: Meine Mutter ist ein Rentner. Sie hat die Rente von meinem Vater bekommen. Wo mein Vater gestorben ist, hat sie die Rente von ihm bekommen. Sie hat- Sie arbeitet nicht von Ende des Krieges glaube ich. Überhaupt. Hat gar nicht gearbeitet. Mein Bruder ist ein bisschen- hat sich- Er arbeitet ein bisschen, so was Ähnliches wie selbstständig. [Mhm (affirmative)] Selbstständig. Langfristig. Äh, wie heißt das. (.) Grafikdesign. [Ja.] Das OK. Er macht Grafikdesign und äh und er ist mit dem beschäftigt. Er macht es von zu Hause. Und er macht es für Europa und in Verschiedene. Amerika. Er macht es für sich. Er liebt Fotografie. Er liebt Grafikdesign und das ist- Er macht nur, das hat er lieb. IHM ist das Geld egal. [Achja.] Ihm ist das Geld total egal. Der ist ein bisschen "different", [anders] Anders als ich.

37 I: Wenn er so um die Runden kommt. Ja. OK. Ja. So. Jetzt gehts schon zum Kompetenzpass. Wie, ja. Wie war das? Wie hat- Wie kam es, dass du dort teilgenommen hast am Kompetenzpassport?

38 A: Ich habe von NAHLA gehört [Mhm (affirmative)] und habe da eine Ausbildung für das- als Sekretärin. Administration Sekretärin gemacht. Oder wie kann ich das sagen?

39 I: Ja. Ja. Kann man schon sagen.

40 A: Ja. Hab davon gehört, weil ich wirklich keine Hoffnung mehr hatte, irgendwas mit meinem Studium zu machen. Wollte ich irgendwas anderes versuchen. Einfach mal, einfach mal (.) sehen, ob ich irgendwas anderes arbeiten kann. Deswegen hab ich die Administration für die Sekretärin gemacht. Das dauert ungefähr ein halbes Jahr. [Mhm (affirmative).] Das war echt gut und ich mochte das auch [Cool.] Ist auch nicht schlecht, weil ich die gleiche Arbeit gemacht habe, weil ich studiert habe, habe ich auch in einer Firma gearbeitet, in der Administration, in der Bürokratie und mit dem allem. Deswegen wollte ich das auch mal versuchen und ein Diplom dafür zu bekommen. Etwas Ähnliches haben vielleicht. Mich versuchen zu kandidieren ähm in irgendeinen Job, irgendwo anders. [Ja.] Deswegen habe ich das auch gemacht. Äh. In der Zeit hat Kerima auch von dem Kompetenzpassport was gesprochen. Es war mir eigentlich interessant. Ich hab es von ihr gehört. Ich wollte das machen. Trotz allem, dass ich gehört habe, dass keiner hier in Bosnien davon irgendwas weiß. Und ich habe, ich kann Ihnen sagen, dass das fast keiner weiß, was das überhaupt ist. Und ich wollte das mal versuchen. Ich wollte einfach sehen, was für Kompetenzen ich noch habe. Deswegen habe ich, hatte ich ja gesagt, dass ich das machen will. Wir haben fünf oder sechs Termine, haben wir gehabt. Ich wollte einfach mal versuchen, [OK.] so zu sehen, was das ist. [Cool.] Was mir das bringen wird.

41 I: Aha. Und hattest du da spezielle Erwartungen an, auch da dran? Zu sehen, was deine Fähigkeiten sind, hattest du gesagt.

42 A: Ich, ja ein bisschen. Ja. Natürlich. Ich wollte noch mal sehen, was andere von mir denken. Das ist sowas ähnliches, weil ich denke, alle von uns haben, denken von sich vielleicht, ja, das Beste. Und denken, dass ich, ich kann machen das. Ich kann machen dies. Ich bin fähig zu machen alles. Aber ich wollte von irgendjemand anderes, anderen hören, was ich eigentlich machen kann. Oder bin ich für irgendwas anderes- Kann ich irgendwo anderes beschaffen sein, als das, was ich studiert habe. Und deswegen habe ich mich auch entschieden, den Pass Kompetenz zu machen. Ich hatte keine großen

Erwartungen eigentlich. [OK. Ja.] Keine großen. Ich wollte das einfach mal, weil- Ich hab Englischkurs, Deutschkurs, IT-Kurs. Ich hab alles. Ich wollte nur mal versuchen zu sehen, was es mir bringen könnte.

43 I: Und hat es dir etwas gebracht? Also hatten- wurden diese kleinen Erwartungen, sag ich mal, getroffen?

44 A: Bei mir personell ja. Ich- Die Kerima war wirklich professionell da. Sie ist echt ein Profi bei denen. Sie hat, wie soll ich das sagen, mit mir gelacht und geweint und alles. Wir haben über alles gesprochen. Ich habe ihr welche- Ich habe ihr- I told her some stuff, den ich keinem gesagt habe. Wir hatten so einen intimen Ordner. [Ja.] Du weißt was ich meine. Ja. Hat mir nicht, nicht bis jetzt, nicht viel gebracht, aber sie hat mir geholfen vielleicht irgendeine andere Perspektive zu sehen. Oder- War nicht gut äh- War nicht schlecht- War nicht gut- War nicht schlecht. (laughing)

45 I: Absolut. Ja. Ähm. Hat der Kompetenzpass dir in irgendeiner Art und Weise dich persönlich geholfen? Und wenn ja, warum? Oder wenn nein, auch warum? Persönlich.

46 A: Das warum ist blöd. [Ja. Das glaub ich.] Das Warum ist blöd.

47 I: Also, wenn ich dir helfen kann, so wegen Selbstbewusstsein und Ermutigung.

48 A: Ich bin über Selbstbewusst. Äh Ermutigung ja. Natürlich. Äh. Zum Beispiel ich bin- ich habe studiert, dass was ich studiert habe. Und alle Leute die irgendein Studium fertig machen, denken, dass sie nur das machen können und gar nichts anderes. Deswegen hat mir zum Beispiel Kerima äh viel erzählt davon, dass ich machen, dass ich arbeiten- Zum Beispiel, dass ich Arbeiten kann als ein Manager, zum Beispiel, weil sie in mir gesehen hat, dass ich die Kompetenz habe. Die Kompetenz habe ich bei mir nicht gesehen zum Beispiel. Das ist ein, eins von den Beispielen. [Ja.] Und deswegen hat es mir was gebracht. [Cool.] Nicht gebracht nur deswegen, weil es hier nicht, hier in Bosnien, der Kompetenzpass nicht so bewertet ist, wie zum Beispiel in

Deutschland oder irgendwo anderes. Ich hatte ein, ein Arbeitsgespräch. Heißt das so? [Ja. Bewerbungsgespräch.] Bewerbungsgespräch. Ja. In einer Firma, das ist eine deutsche Firma, wo ich den quasi den Kompetenzpass, I told them about it. Und sie wussten was das ist. [Ah. Cool.] Das ist zum Beispiel super. Das ist eine Firma, die kommt aus Deutschland. Und der Direktor kommt aus Deutschland. Und deswegen wusste er auch davon. Und die Leute, die mit ihm arbeiteten hatten auch vielleicht, wussten davon, weil er die Schulung geleitet, gemacht hat oder denen sowas ähnliches geraten hat zu fragen. Oder sowas. Dies (?meint) aber keiner, andere. Kein anderer. [OK. Aha. Ja, das ist schade.] Schade. Ja echt schade. Der Kompetenzpass ist sehr gut für die Leute, die vielleicht kein, äh kein Studium gemacht haben. Keine- Die einfach nicht wissen, was sie arbeiten könnten oder können. Der andere- Der Kompetenzpass ist wirklich ein super Ding für die Leute da. [Ja.] Das denke ich. Vor allem für sie. Für mich war es auch- Ich habe ein Studium gemacht. Ich dachte, dass ich weiß, was ich in meinem Leben machen will. Und ich dachte, dass ist es. Ich habe das Studium fertig gemacht und das ist es. Aber der Pass hat mir wirklich auch geholfen ein bisschen anderes, andere Sachen zu sehen, wie die (?meint) öffnen. [Absolut.] Ja.

49 I: Ja. (...) Ähm. Hat es dir auch ein bisschen Anerkennung, Selbstanerkennung gebracht?

50 A: Ja natürlich. Auf jeden Fall. Auf jeden Fall. Wenn sie ein Kompliment bekommen, das gibt ihnen Anerkennung. Selbstanerkennung. [Schön.] Das-auf jeden Fall hatte ich.

51 I: Ähm ja. (.) Warum ist es gut sich selbst und seine Fähigkeiten, seine Kompetenzen zu kennen?

52 A: Äh. Warum ist es gut deine Kompetenzen zu können. Ich glaube keiner hat mir so eine Frage gestellt auf Bosnisch, nicht auf Deutsch. Oh mein Gott. Ähm. Weil du einfach durchs Leben wissen musst, was du machen kannst und was nicht. [Ja.] Nicht alle sind für alles gemacht. Ich kann kein Schauspieler sein, wenn ich das einfach nicht machen kann. Das ist ganz normal. Und ich

kann nicht so verrückt wollen Schauspielen können, wenn ich dafür nicht geschaffen bin. Ich muss wissen, wofür ich geschaffen bin. Das ich einfach- ich such das Wort, dass ich brauche. Ich brauche ein Wort. [Ja. Gerne.] Just a second, please. [Kein Problem, gerne.] Gott sei Dank gibt es Google Translate. [Ja. Nutze ich auch immer. Sehr oft.] (...) Orientierung. [Aha. Ja. OK.] Die Leute- Jeder Mensch muss wissen, wo seine Orientierung ist. Und welche Schwächen und welche Stärken er hat. Das ist sehr wichtig für jeden. Deswegen, ich weiß ungefähr, wo meine Schwächen sind und wo meine Stärken sind. Aber ich wollte das auch von jemand anderem hören. Das ist sehr wichtig, wenn die eine, einen Menschen neben dir haben, der, dem du was erzählst. Und der sagt ja. Ich sehe das auch so. Das ist so wie du sagst. Oder nein. Es ist nicht so. Vielleicht ist es ein bisschen anders. Das hat mir Kerima gesagt. [Ah, schön.] Die Orientierung ist wirklich sehr wichtig.

53 I: Und konnte der Kompetenzpass dazu beitragen weitere Schritte für dein Leben oder neue Ziele für dein Leben oder für die Zukunft zu finden? Konnte der dazu beitragen?

54 A: Ja. Zum Beispiel, ich hatte eine inter- deutsch, andere (?meint) Gerade Deutschland. [Bitte?] (?meint) Auf Deutsch, wie sagt man das? Deutschland, in jedem Land gibt es. Just a second. (...) Botschaft. Die Deutsche Botschaft. Die Deutsche Botschaft hier in Bosnien hat einen Arbeitsplatz für sowas ähnliches wie einen Übersetzer oder sowas. Ich hab meine Bürokratie geschickt. Meinen CV und alles was ich hatte. [Ja.] Und sie haben mich nicht angerufen. Sie wollten nichts Spezielles. [Allgemein.] Allgemein war es. Aber da war irgendjemand, der vielleicht schon was Ähnliches gearbeitet hat. Ist egal. Ich denke, ich bin mir sicher, dass wenn ich das Diplom mit der Sekretärin hatte und den Kompetenzpass. Und wenn ich mich mit den allen Kopien beworben hätte, dass ich viel mehr Chancen gehabt hätte in der Botschaft Deutschland, als da wo ich gar nichts hatte. Deswegen, wenn ich das alles, wo ich das alles fertig gemacht habe, hatte ich mehr Moral mit den gleichen Segmenten impliziert. Über die Arbeit. Das hat es mir gebracht. Ich war mir selbst, selbstsicher irgendwo zu applizieren, wo ich früher das überhaupt nicht gedacht habe. [Ach schön.] Ich hoffe, ich konnte das [Ja.] antworten. [Doch. Auf jeden Fall.]

55 I: Genau. Hat der Kompetenzpass dazu beigetragen, oder inwieweit hat er dazu beigetragen, dass du deine Fähigkeiten, deine Kompetenzen anders siehst? Also vielleicht mit einem anderen Blickwinkel? Von einer- anders wahrnimmst?

56 A: Anders wahrnehmen. Oder vielleicht- Vielleicht, ich hab keine Ahnung. Ich hab, ja- Weil ein paar Kompetenzen, wie der Kompetenzpass sagt, dass ich sie habe. Ich wusste überhaupt nicht, dass ich sie habe. Das ist es. Ja. Das ist echt eine gute- Die Menschen hier sind ein bisschen, sie sind nicht sicher in diese Innovationen. Die haben noch- Sie leben in so einen- [eine Schale] In einer Schale. Genau. Die Leute leben hier in einer Schale und sie haben echt Angst etwas Neues zu machen. Sie wollte, sie wollen nichts machen, wenn das etwas ihnen nichts bringt. Und das, ist das Problem. Ich bin ein bisschen anders. [OK.] Irgendwo in mir selbst wusste ich, dass, habe ich gedacht, dass hier in Bosnien der Kompetenzpass gar nichts bringt. Aber egal. Ich wollte, ich wollte das mal versuchen. Ich wollte wissen, was das ist und wieso es gut für mich sein kann. Und wirklich, da waren ein paar Kompetenzen, ich bin selbstsicher, aber die paar Kompetenzen, die Kerima reingeschrieben hat, dass ich sie habe, hat ich, wusste ich nicht überhaupt, dass ich sie habe. Deswegen.

57 I: OK. Ja. Schön. (...) OK. Wie ähm- Wie ist der Prozess gelaufen, dass du diese Fähigkeiten entdeckt hast? Wie hat das funktioniert?

58 A: Durch die langen Gespräche, die wir hatten. Wir hatten fast, fünf, sechs Gespräche. Sie haben fast zwei Stunden pro Gespräch hatten gedauert. Wir haben wirklich über alles gesprochen. Das sind normale Sachen, die du jeden Tag machst. Und da sagt sie, ja du hast die Kompetenz, zum Beispiel ein Teamleader zu sein. Und das hat sie entdeckt, weil ich ihr gesagt habe, dass, zum Beispiel- Ich kann mich echt jetzt nicht erinnern. Das sind ganz normale Sachen, die du jeden Tag machst. [Ah ja.] Mit der Familie. Mit den Freunden. Irgendein, something about organisation the trip. Irgendeine Organisation der, wenn ich mit meinen Freunden irgendwo hinfahre. Die Organisation die ich mache, in der Organisation hat sie viel mehr gesehen als ich das gesehen habe. Zum Beispiel, ich fahre, ich habe gesagt, dass ich, fahr ich. Bin die, die immer

sagt, komm geh mal irgendwo. Sie sagt, dass ist super. Und sie in diesen Sachen sieht sie viel mehr als ich. Deswegen sage ich, sie wirklich gut in dem ist was sie gemacht hat. Vielleicht ist das nur bei mir so. Ich weiß nicht. Aber ich hab das total- Meine Freundin hat auch den Kompetenzpass gemacht. Ich habe ihr davon geschrie- erzählt, wie es ist. Sie hat auch einen Abschluss und ist überhaupt nicht ohne Schule oder sie weiß welche Seiten in ihrem Leben machen will. Aber hat trotzdem den Kompetenzpass gemacht. Und auch mit Kerima. Und sie ist auch so voll äh- sag mir irgendein Wort, [Erfahrungen] Erfahrungen. Ja.

59 I: Genau. Genau. Schön. (...) Genau. Du hattest schon von so Kompetenzen genannt. So Management, Teamleading. [Das hat Sie gesagt.] Sowas in die Richtung. Kannst du vielleicht noch so paar einzelne Sachen oder weißt du noch paar einzelne Sachen die da so waren. Die Kompetenzen die du entdeckt hast und ob du damit so jetzt Erfahrungen gemacht hattest. Nochmal dann bewusst?

60 A: Ich hatte wirklich nicht so viel äh Erfahrung mit der Kompetenzpass in einer Arbeit. Ich hatte wirklich keinen Job bekommen mit dem Kompetenzpass. Deswegen konnte ich echt keine Erfahrungen sammeln damit ich dir jetzt über sie erzählen kann.

61 I: Gut. Es geht ja auch, sag ich mal, im Leben allgemein drum, dass man die

62 A: Ja. Echt. Natürlich. Aber bis jetzt hatte ich wirklich- konnte ich sie nicht sammeln. Ich- Das war vor weniger als einem Jahr und ich hatte keine Zeit das zu machen. Ich hatte keine Möglichkeit eigentlich. Ich- Zeit von Anfang an Möglichkeit.

63 I: Wie weit schätzt du das ein, als du den Pass beendet hast und heute, ist nicht zu viel Zeit vorbei gegangen. Aber haben die Auswirkungen sich jetzt verändert vielleicht? Dadurch- Haben die abgenommen? Ist es weniger geworden, dieses mit dem Selbstbewusstsein? [Nein. Nicht.] Oder hat das

64 A: Nein. Das kumuliert konstant. Ist nicht weniger geworden. Auf jeden Fall nicht. Ich hab wirklich sehr sehr viel mehr Bewusstsein als ich das vor dem hatte. Das Bewusstsein kann nicht weniger werden. Es kann nur mehr werden. Bevor ich, ich sehe mich noch heute mit Kerima und wir sind in Kontakt geblieben. Und auf jeden Fall nicht weniger geworden, sondern das ist vielleicht vor einem Jahr gewesen und ich vielleicht hatte ich ein bisschen mehr Erwartungen. Vielleicht auch nicht. Keine Ahnung. Die Erwartungen hier sind schlecht. Ich weiß nicht wie man das sagen soll. Es sind echt Katastrophe hier. Deswegen, es ist nicht weniger geworden, aber auch nicht mehr. [Ja.] Die Mitte ist geblieben.

65 I: Ja. OK. (...) Genau. Hat der Kompetenzpass sonst noch irgendwie anders geholfen? Auf irgendeine andere Art und Weise? Fällt dir da noch was ein irgendwie?

66 A: Eine andere Art und Weise. Ne. (...) Ich kann dir wirklich nicht jetzt gerade antworten. Wenn mir irgendwas einfällt, ich schreib dir. [Super.] Aber jetzt wirklich.

67 I: Manchmal hat man immer noch was. [Ja, auf jeden Fall.] Und dann- Deswegen frag ich so noch mal nach einfach. Genau. Was ist jetzt so deine Meinung über diesen Kompetenzpass? Wie siehst du den?

68 A: Ich hab das schon. Ich denke, ich hab davon

69 I: Hast du schon einiges gesagt [gesagt], denke ich. Auf jeden Fall. Und wie weit würdest du den dann weiterempfehlen?

70 A: Ich hab schon weiterempfehlen. [Hast du schon.] Ja. Hab ich. Eine Freundin von mir hat dies schon gemacht. Die Leute sind so, wie sie sind. Sie glauben nicht daran. Ich verstehe sie auch. Ich hab auch nicht so viel daran geglaubt. Und ich weiß nicht, wie ich den Leuten, wie ich jemanden überreden kann, einen Kompetenzpass zu machen, wenn ich sage, der hat mir nichts gebracht. Oder er hat mir wenig gebracht. Die Leute glauben einfach nicht in diesen Sachen. Leider. Das ist wirklich leider. Aber es gibt ein paar Frauen

hier, wo ich gerade arbeite. Ich habe heute davon erzählt, bevor unserem Treffen, [Ja.] hab ich davon [OK. Cool] ein bisschen davon erzählt. Und hab ihnen erklärt was es ist und was es bringen kann. Und sie sind nun ein bisschen auch [interessiert.] interessiert. Ja. Andere Seite so Frauen die so einen fixen Job haben und Familie. Und sie sind da wo sie sind. Und sie wollen sich nicht ändern. Wieso, wozu brauch ich das. Ja. Das brauch ich nicht. Vielleicht die Jüngeren, die nicht wissen, was sie aus ihrem Leben machen wollen oder sollen. Die Leute würden wirklich etwas von dem Kompetenzpass haben. [Absolut.] Glaube ich.

71 I: OK. Dann mal noch was zum Kompetenzpass selber jetzt. Gab es da irgendwelche Abschnitte oder Teile, die du etwas schwieriger fandest und oder die du etwas wichtiger als andere fandest?

72 A: Da waren so ein paar Teile von meinem- die- es ging darum in meinem Leben vor 20 Jahren zu sprechen. Da gibt es ein paar Dinge, die mir wirklich schwerfallen. Aber hab ich normal davon gesprochen. Das ist ganz ok. Das ist mir schwergefallen, die ausfüllen, Ausfüllung von dem- Der Kompetenzpass war ganz normal. Ich hatte wirklich kein Problem damit. Das Beste waren die Kompetenzen am Ende. [Mhm (affirmative).] Jeder Abschnitt, von dem du erzählst und den du einschreibst, bringt mit sich ein paar Kompetenzen. Und das ist das beste, wenn du eine Resumee machst und davon nimmst, was du brauchst eigentlich. [OK. Ja.] Das ist es. Das schwierigste war ein bisschen von der- (...) nicht vorige Zeit, sondern [die vergangene Zeit] die vergangene Zeit. Ja. Von der vergangenen Zeit zu sprechen. Aber das Beste waren die Kompetenzen, die man rausfinden kann. Das ist es.

73 I: Genau. Und jetzt nur noch noch mal ganz kurz zum, zu deinem Berater, deiner Beraterin. [Ah, Kerima war das.] Genau. Du hattest schon einiges darüber gesagt. Wie würdest du ihre Funktion noch mal vielleicht kurz beschreiben. Inwieweit fandest du es hilfreich? Und hättest du es alleine hingekriegt?

74 A: Ne. Nein. Nein. Alleine nicht. Überhaupt nicht. Sie ist, sie war sehr professionell. Sie ist sehr emotiv. Sie ist wirklich gut in dem, was sie tut. Nicht,

weil ich sie jetzt auch höre und sehe. Kommt nicht mit dem ins Spiel, in Kontakt. Aber sie macht es wirklich sehr professionell und sehr schön. Sie hat einen normalen, wie kann ich sagen, einen Kontakt mit den Leuten, mit denen sie den Pass macht. Sie ist echt gut in dem was sie, in dem Allen.

75 I: Warum hättest du es nicht oder nicht alleine machen können? Was waren die Punkte, die so wichtig waren, warums sie gibt?

76 A: Der Anfang, der Anfang von- Sie hat jeden Anfang gemacht. Jede Chance die wir hatten und jedes Meeting die wir hatten war, sie fing an von irgendetwas zu sprechen und brachte mich zu den Antworten. Wenn ich etwas nicht antworten konnte, zum Beispiel nicht antworten wollte, sie hatte total einen [Feingefühl] Ja. Genau. Genau, wie sie das machen soll. Was sie mir sagen soll. Den Ton. Sie hat einen perfekten Ton mit jemanden zu reden. Sie ist so stabil. Das ist es eigentlich [OK.] wirklich.

77 I: Interessant. So. Dann kommen wir jetzt ein bisschen zu den, zu der Beschäftigung noch. Ja. Welche Schritte bist du nach dem Kompetenzpass bis jetzt so gegangen in deinem Berufsleben?

78 A: Du meinst, das sind jetzt, wie Job finden oder Arbeit finden oder Arbeitssuche. [Genau. Hast du dich beworben?] Ja hab ich. [Welche Schritte hast du da-] Ich versteck- dieselben Schritte wie vor dem Kompetenzpass. Es waren dieselben Schritt, aber was war anders. Da, wo ich mich beworben haben, da wo ich mich nie beworben würde ohne den Pass. [Ja.] Das war die Firma, die deutsche Firma. Ich habe konstant analysiert und geguckt, wo ich auch applizieren kann. Zum Beispiel wie Deutsche [Botschaft.] Botschaft. Die Deutsche Botschaft. Ich gucke konstant auf Change(?meint) oder so. Auf jeder Seite vielleicht, ob die irgendwelche Bewerbungsgespräche haben. Oder sowas ähnliches. Ich hatte ein paar Bewerbungsgespräche, die keine Kontakte mit Sanitätsingenieure haben. Mehr mit dem was ich in NAHLA gemacht habe und ich- Es hat keinen positiven Ausgang gehabt. War auch überhaupt nicht schlecht. Die Gespräche allein sind eine sehr gute Erfahrung. Sie waren eine sehr gute Erfahrung für mich. [Und du hast dich dann-] // Ich hab wirklich

versucht was zu machen und was zu finden. Und hier, die sagen, nochmal dasselbe. Nur hier in Bosnien so. Wir haben zu viele Probleme hier Arbeit zu finden, das wir irgendetwas versuchen. Egal was. Wir wollen nur versuchen etwas zu machen. Normale Menschen. Ja. Deswegen hab ich auch vor und nach dem Kompetenzpass versucht Arbeit zu finden, was ich mag. Ich arbeite in meinem, whole life, das ganz Leben [das ganze Leben.] Ja. Das ganze Leben arbeite ich. Aber hab noch nie etwas gefunden, was ich wirklich mag und dass ich davon leben kann. Und das ich eine Zukunft mit diesem Job sehe. Ich hab noch nie sowas wie eine (?meint) Ich habe auch darüber nachgedacht auf ein Schiff zu gehen. Ich dachte nach Deutschland zu gehen. Ich habe so viele Ambitionen, aber das Schiff habe ich noch nicht besucht. Das ist das letzte woran ich gedacht habe. Ich wollte nach Deutschland, aber meine Mutter ist hier, mein Bruder ist hier. Deswegen bin ich hier ein bisschen "Jenetjenet" So sagt man das hier bei uns. Aber auf jeden Fall hab versucht.

79 I: OK. Hast aber jetzt dich beworben und jetzt diese Stelle da, die du hast, die hast du dann irgendwann bekommen?

80 A: Das wo ich, was ich gerade arbeite. [Wo du jetzt arbeitest.] Ich arbeite jetzt dasselbe, was ich gearbeitet habe, als ich den Kompetenzpass gemacht habe. Dasselbe was ich gemacht habe, als ich in NAHLA war. Ich arbeite in Hotel. Ich bin an der Bar. Ich gebe Drinks aus. [OK. Ja.] Ich weiß nicht wie man, die Stelle heißt. [Ich weiß nicht ob man Kellnerin oder-] Ne. Ne. Ne. [Oder naja Barkeeper.] Barkeeper. Ein Barkeeper. Ja. Ich bin ein Barkeeper in dem Hotel. Ich mache das als, schon in einem Cafe arbeitete ich fünf Jahre. In einem ein Jahr. In der Zeit als ich studiert habe, habe ich das auch [Ah. OK.] Hab ich das da auch, ich habe, ich brauchte Geld für meinen Abschluss, ich brauchte Geld für meine Führerschein. Für das erste Auto. Für das erste mehr oder so was ähnliches. Deswegen habe ich gedacht, ich werde mal anfangen das zu arbeiten und mit diesem Geld kaufe ich mir was ich brauche in diesem Moment. Aber ich habe überhaupt nicht geträumt, dass zu Ende meines Lebens zu arbeiten. Bis ans Ende meines Lebens zu arbeiten. Und jetzt [Kann ich nachvollziehen.] Ja. Na. Ich machen dasselbe jetzt auch hier. Ich habe keinen schlechten Lohn. Der Lohn ist für hier, hier für Bosnien ganz normal sag ich

mal. Mit Lohn, mit dem man vielleicht auch leben kann. Etwas einstecken kann oder sowas. Unternehmen kann. Aber ich mag den Job nicht. Und deswegen bin ich nach NAHLA gegangen. Deswegen bin ich zu Kerima gegangen und deswegen habe ich mich überall beworben. Aber wirklich, aber konnte wirklich gar nichts finden, wo ich- aber vielleicht [Aber das klingt nach viel Motivation.] Ja. Ich bin echt motiviert. Ich habe kein Problem mit der Motivation. Grad in meinen Jahren. Ja. Ich bin nicht die jüngste, aber ich habe sehr viel Motivation. Hab gar kein Problem mit dem.

81 I: Cool. Das klingt gut. Ähm. Ja. (...) So. Als du dich beworben hast- Du hast gesagt, du hast den Kompetenzpass dann auch mit verwendet damit? Oder an die Bewerbungsmappe oder die-

82 A: Ja ich. Bewerbungsmappe. Ich bring, wie sagt man. Ich habe ihn mitgebracht. [Angeheftet oder mitgebracht?] Ja. Angeheftet. Ich bringte ihn mit. [Mitgebracht.] Mitgebracht. Ja. Aber die Leute wissen nicht was das ist. [OK.] Sie wussten echt nicht was das ist. Ich habe davon auch erzählt, aber in einem Arbeitsgespräch haben sie nicht zu viel Zeit. Die haben Zeit auf die Fragen zu antworten, die sie ihnen stellen und die Fragen zu den Jobs oder der Arbeit, wo du dich qualifiziert hast. Angeworben hast. Deswegen hatte ich nicht Zeit denen zu erklären, was ein Kompetenzpass ist. Ich hatte eine gute Erfahrung mit der deutschen Firma. Ist egal wie sie heißt. Ich will sie überhaupt nicht nennen. Ist auch egal. Aber die deutsche Firma wusste was das ist. Und sie waren auch- ja- sie waren auch- Das war das professionellste Arbeitsgespräche die ich je geführt habe. Das war wirklich das allerbeste in meinem Leben, dass ich geführt habe überhaupt. Das war ein Gespräch auf Deutsch, auf Englisch, auf Bosnisch. Das war [Wow.] überhaupt, über everything. Alles. [Alles.] Das war alles wirklich in dem- Das war ungefähr eine Dauer für vielleicht zwei Stunden. Sie haben- Sie wollten alles wissen. Sie haben meinen CV genommen und gingen so Punkt [Schritt für Schritt durch.] Schritt für Schritt, ja, durch. Und äh. sie haben so ausgesehen, als wären sie wirklich interessiert. Aber hier gibt es sowas ähnliches. In Bosnien heißt das "Nepobitan". Das sind Leute, die nehmen ihre Familienmember, family members und geben ihnen einen Job. [OK. Ja.] So geht das hier. [Versteh schon.] Die waren interessiert.

Ich war ein guter Kandidat dafür. Sie sagte, sie würden sich melden. Der Kompetenzpass war ein Plus natürlich. Sie waren so, wie sagt man das, schockiert, dass ich das habe überhaupt. Sie wussten nicht, dass ich überhaupt weiß, [Positiv sozusagen.] das gibt es. Ja. Positiv.

83 I: Mhm (affirmative). Und bei den bosnischen Firmen oder hier, gab es irgendeine Art Rückmeldung? Wenn du es mit rangeheftet hast, sie wussten nichts darüber, haben sie irgendwie da drauf reagiert? Irgendwie?

84 A: Mhm (negative). Nein. Ne. [Gar nichts.] Ne, gar nichts, weil die machen das einfach nicht so. Du schickst deine Papiere, deinen CV, deinen Kompetenzpass oder sowas ähnliches und die melden sich nur, wenn sie ein Gespräch mit dir wollen. [OK.] Aber das, ein Gespräch zu bekommen ist das Schwierigste. [Ah, OK.] Weil da gibt es 200 Plus Anmeldungen und du musst nur Glück haben, dass du zu den ersten zehn oder zwanzig gelangst. [Wow.] Das ist das Problem. Ja. [OK.] Alle wollen arbeiten, aber keiner will arbeiten. So geht das hier. Alle trinken nur Kaffee aus und sitzen und essen und trinken und machen gar nichts. [Wir trinken auch grad Kaffee.] (laughing) Ja aber das mündlich. Hoffe ich. [OK.] Hoffe ich wirklich.

85 I: Doch das hoffe ich auch. Genau. So. (...) Nur noch mal kurz diesen Job, den du jetzt hast. Hast du dafür dich auch nochmal beworben? Oder hattest du den durchgehend? Du hattest gesagt, du hattest verschiedene Hotels.

86 A: Ich meine, ich arbeite in zwei Cafés. In einem ein Jahr. In dem anderen vier Jahre, viereinhalb Jahre. Und ich konnte da nicht mehr arbeiten, egal warum. Und ich würde ab dem- schick meine Bewerbung, das ist ein neues Hotel, dass eröffnet wurde. Ich schick meine Anmeldung mit den Kompetenzen die ich hatte aus den Cafés. Und die sagten, das ist ganz normal. Das ist ok. [Ja.] Das ist voll super, dass ich Deutsch und Englisch kann. Sie sagten auch da würde an der Stelle eine Beförderung werden- [Ja.] würde gewesen. Aber nichts davon, ist noch nichts passiert. Hat mir noch nichts passiert.

87 I: Und konnten dir da irgendwie wie Leute aus deinem Umfeld mit helfen für die Bewerbungen oder die Beraterin oder Leute von dem Kompetenzpass in irgendeiner Art und Weise dich weiterempfehlen oder?

88 A: Ja. Als ich in NAHLA den Kurs fertig gemacht habe für die Sekretärin Administration oder wie auch immer, wir machten eine Praxis. Oder wie sagt man das?

89 I: Ja. Praktikum. Oder-

90 A: Praktikum. Ja. Wir machten, wir mussten ein Praktikum machen in Dauer von drei Monaten. Der Praktikum wäre oder ist frei gewesen. Nicht- wir haben keine Anzahlung davon, dafür bekommen. Aber das war so was Ähnliches, ich mach Praktikum bei, zum Beispiel bei dir, in deiner Firma. Und du sagst, die ist gut gewesen und wir brauchen vielleicht eine wie die. Und du bleibst da. Das ist echt viel Mal vorgekommen. Bei mir nicht. Aber bei vielen Mädchen ja. [Mhm (affirmative).] Bei vielen Mädchen ja. Ich hab das nicht gemacht. Ich hatte das Glück nicht. Ich habe versucht die Kerima und die NAHLA, generell die suchen für dich. [Ja.] Wenn du keinen hast. Aber wenn du jemanden hast, bei dem du das Praktikum machen willst, dann gibts du NAHLA die Kontaktinformation. Die kontaktieren sie. Dann ruft die mich an. Das ist nicht so gewesen, wie ich das wollte. Deswegen war da, da war nichts da. Also Kerima und die von NAHLA kommunizieren sehr oft mit uns. Und zwar, (...) sie schicken uns zu irgendwelchen Arbeitgebern, die sowas ähnliches brauchen. Zu einem Arbeitsgespräch. Und wenn irgendwas davon ist- Ich hatte so drei, von Kerima hatte ich drei oder vier, ich glaube drei Arbeitsgespräche.

91 I: Schön. Echt gut. OK. Das hatten wir auch schon. Ja. Was planst du für deine Zukunft? Welche Schritte?

92 A: (laughing) Wow. (Bosnisch)

93 I: Und warum denkst du das?

94 A: Jetzt würdest du einen Übersetzer brauchen. Ich werde, Ich werde so- Ich werde so nervös, wenn ich davon spreche was ich hatte. Das ist, die Frage. Das ist immer dieselben Fragen- immer dieselben Fragen. Mit dir. Mit Kerima. Mit NAHLA. Auch im Studium. In der Mittelschule. Überall. Ich hab keine- Welche Pläne ich habe? [Ja.] Ich habe- [Oder Ideen] Ideen? Ideen keine. Ideen nicht. Vielleicht ja. Ich habe Ideen vielleicht nach Deutschland zu gehen. Vielleicht zu meinem Schiff zu gehen. [// Ah. Stimmt genau. Stimmt, das sind Pläne] Das sind die Ideen. Ja. [Also an sich, ja.] Ja, das sind die Pläne. Ich kann hier nur Job weitersuchen. Das ist es, weil ich hier nicht bleiben möchte. Nicht bis ans Ende meines Lebens. Ich bin hier, weil ich was anderes suche. [OK.] Ich brauche Geld, deswegen bin ich hier im Hotel. Aber inweile, mitler- mit der Zeit, mit der Zeit- [Ja. Mittlerweile.] Mittlerweile, ja suche ich was anders. [OK.] Womit ich glücklicher werde.

95 I: Ja. Glaub ich. OK. Jetzt noch die Frage. Kannst du dir Selbstständigkeit vorstellen?

96 A: Selbstständigkeit. [Berufliche Selbstständigkeit.] So, ja. Ich weiß was du meinst. Ich habe eine Idee und will selbstständig sein mit der Idee. Oder sowas ähnliches meinst du. (.) Ja vielleicht. Wieso nicht. Hab nicht davon, darüber mit niemanden geredet. Hab sowas überhaupt nicht gedacht. Aber wieso nicht. Wieso nicht. Ich könnte mir vorstellen irgendwas selbstständig zu machen, wenn ich eine gute und perspetive Idee hätte. [//OK. Also was konkretes hast du jetzt nicht so. Aber wenn du es hättest-] Ich hätte etwas, ich hatte etwas. Aber ich hatte kein Geld es zu realisieren. Jetzt gerade eben habe ich keine super Idee. Aber wenn ich vielleicht darüber nachdenken würde, vielleicht könnte ich auch was finden.

97 I: Mhm (affirmative). Hatte der Kompetenzpass irgendwelche Teile davon, die daraufhin fragten oder?

98 A: Oh. Ich kann mich echt nicht erinnern. Kann mich echt nicht erinnern. [OK.] Wahrscheinlich das der, der Pass fragt und sagt alles. Ich weiß

allerdings nicht was er, was er noch gesagt und gefragt hat. [OK.] Aber das war alles all inclusive.

99 I: OK. Gut. Dann jetzt nur noch paar Fragen zum Arbeitsmarkt.

100 A: Das "nur noch" war die letzten zehn Minuten. (laughing)

101 I: Stimmt. Aber wir kommen jetzt wirklich, [Ne. Ne.] es sind die letzten Fragen. [OK.] Das tut mir leid. [Nein. Nein. Ist alles OK. Ich mach nur Spaß.] OK. Ja. Wie nimmst du die Situation am Arbeitsmarkt persönlich war für dich? Für deine, dein Studium? Dein Abschluss?

102 A: Persönlich war. Was soll das heißen?

103 I: Also wie, wahrnehmen. Wie siehst du die Situation für dich? Du hattest gesagt, es gibt so paar Stellen, aber manche entsprechen dir wegen dem Geld nicht oder du wurdest nicht genommen. Ja. Wie siehst du das? Ist das schwierig die Situation am Arbeitsmarkt. Du hast schon Allgemein gesprochen, dass es sehr schwierig ist, was zu finden. [Es ist sehr schwierig.] Ja. Ist die Situation unterschiedlich, wenn man, sag ich mal, die unterschiedlichen Regionen von Bosnien [Nein.] guckt. Oder, wenn man älter ist, mehr Erfahrung hat. Oder-

104 A: Das ist das Problem hier. Alle suchen irgendjemanden mit Erfahrung. Aber die geben dir keine Möglichkeit, die Erfahrung zu sammeln. Hier ist das so. Nach dem Studium hatte ich das Praktikum in- dauerte ein Jahr. Und das ist alles von Erfahrung, dass ich in meinem Fach habe. Es gibt hier viele Bewerbungen in meinem Fach. Aber alle die Arbeitgeber suchen seit fünf Jahre Arbeitserfahrung. [Ja.] Das ist das Problem hier. Aber das ist- Die machen das mit einem Ziel. Sie haben schon- Das passiert hier ganz oft. Sie haben jemanden, der da zum Beispiel schon arbeitet und wollen ihn bewerben. Sie wissen nicht wie anders sie machen, das machen sollen. Und geben auf, alle Kompetenzen von der Person zu der Arbeit. Und die Person bewirbt sich und die nehmen die Person. Und das ist es. Es gibt wirklich sehr viele Bewerbungen. Aber ich hab das Erfahrung nicht, weil ich sie nicht sammel, die Erfahrung nicht, weil ich sie nicht sammeln konnte. Das- Der Arbeitsmarkt hier ist wird

sicher gesehen, sehr schlecht. Sie haben die Möglichkeit hier zu arbeiten, aber sie haben nicht die Möglichkeit oder sie haben sehr wenig Möglichkeit zum Arbeiten, das was sie wollen um Leben. Das, was sie wirklich 20, 30 Jahre lang arbeiten könnten. Das ist das Problem hier. Sie können hier als ein Barkeeper und als ein Kellner arbeiten wo immer sie auch wollen, weil hier alle Leute nur Kaffee trinken. [Mhm (affirmative).] Aber das ist nicht etwas, wo ich mich in zehn Jahren sehe. [Ja. Verstehe.] Das ist das Problem. Ich bin ein Mädchen. Ich will das eigentlich nicht, einfach nicht. Mein Kopf sagt, ich liebe diese Arbeit nicht und das ist es. Und ich würde immer für weniger Geld mein Fach arbeiten. Nicht zu wenig. Nicht 100€. Aber mit demselben Lohn, den ich hier habe oder ein bisschen auch weniger mit der Möglichkeit zur Beförderung. Und das, da würde ich auf jeden Fall immer, da würde ich auf jeden Fall immer meinen Job nehmen. Oder was Ähnliches, was Ähnliches oder etwas, etwas Ähnliches. Egal was.

105 I: Da wollte ich nämlich grad fragen. Würdest du, wenn du die Möglichkeit hättest, über ein Praktikum, also unbezahlt, in einem, in einen Job einsteigen, wenn du wüsstest, du kannst dem Arbeitgeber zeigen, was du kannst und danach eventuell die Möglichkeit besteht, dass er dich dann richtig anstellt?

106 A: Ja. Ich habe sowas ähnliches auch hier gesucht. Da war ich natürlich auch jünger. [Ja.] Ich habe auch versucht irgendeinen Arbeitgeber zu finden, wo ich mehr als das Praktikum machen konnte, könnte. Ohne Zahlung. Ich wollte, dass die mir gar nichts zahlen. Ich brauchte da nur die Erfahrung. Aber die Erfahrung muss man hier auch zahlen. Das heißt, wenn du, wenn ich für dich arbeiten würde, um Erfahrung zu sammeln, die Erfahrung die schriftlich sein muss, [Ja.] muss man zahlen. [Ach ja. Das ist das von-] Ja. Die Arbeitgeber, ja die Arbeitgeber zahlen das- das hat seinen Namen. Ich weiß wirklich nicht, wie man das auf Deutsch sagt. [OK. Ja.] Egal. [Egal.] Du musst per month, pro Monat, ich weiß nicht wie viel zahlen, damit die Erfahrung schriftlich [OK.] ist. [Ach ja.] Dass du das schriftlich hast. Das heißt, ich kann auch, ich konnte vielleicht jemanden finden, aber ich musste das auch zahlen. [Zahlen.] Das hieß, das ich kein Geld für die Arbeit bekomme, sondern ihm Geld noch gebe. Das ist, das ist zu viel, weil ich das Geld nicht habe eigentlich. [Das

verstehe ich.] Wenn ich das Geld hätte, das wäre kein Problem. Ich habe kein Problem damit, ohne Lohn zu arbeiten vielleicht für ein paar Monate. Aber das ich weiß, dass mich jemand nachher bezahlt. Keine Ahnung. Aber jemand zahlt, damit du kein Lohn bekommst, dass ist (.) [Versteh ich.] Blödheit.

107 I: Würd ich auch sehr ungern machen. Also, [Ja.] oder gar nicht. Ich weiß nicht.

108 A: Würde keiner. Würde keiner. Ich wollte sowas versuchen, ob ich aber konnte keinen finden. Brauchte nur noch ein oder zwei Jahre Erfahrung, damit ich mich auf einige Jobs, die ich gefunden hatte, bewerben kann. Aber ich hatte die Erfahrung nicht. Deswegen wollte ich auch zahlen für diese Erfahrung, aber konnte- Ich hätte bezahlt. Ich hätte irgendwo geliehen oder sowas. Egal. Aber konnte niemand finden. [Schade.] Das ist wirklich- Ja. Das ist wirklich sehr schwer. Mittlerweile, jetzt würde ich das nicht machen, weil ich Geld brauche, weil- Das ist so, wie es ist. Geld für jeden Tag. Die Leute brauchen (?das wirklich). Ich kann wirklich nicht jetzt drei Jahre arbeiten, um Erfahrung zu, zu einsammeln und noch zahlen. Ich hab kein Geld. Wie soll ich das machen. Wahnsinn. Echt. Total Wahnsinn. [OK.] Ich glaub das ist "no where like here". (laughing)

109 I: Verstehe schon. Oh Mann. Ja. Das wars sozusagen. Hast du noch irgendwelche Sachen, Aspekte, die du gern zum Kompetenzpass los werden würdest, die du als wichtig erachtest in dem gesamten Zusammenhang über die ich dich gefragt habe? Was ich vielleicht nicht gefragt habe?

110 A: Ne. Eigentlich nicht. Du hast alles gefragt.

111 I: Das klingt gut. Das freut mich.

112 A: Du hast alles gefragt, was ich sagen kann und könnte. Es wäre wirklich sehr schön, wenn man eine, ich weiß nicht wie man das- Promotion. Promotion [Ja.] der Kompetenzpass machen würde, damit, einfach damit mehr Leute davon wissen. Und es wäre sehr schön, die Erfahrungen der, dem, mit dem Kompetenzpass den Firmen zu erklären. Die Leute einführen, dass sie wissen,

was das ist und wozu er dringend ist. [Ja. Absolut.] Das wäre wirklich sehr, sehr gut. Das wäre der, der größte Schritt für die Leute, die den Pass machen und für die (?meint)

113 I: Absolut. OK. Das- [Das wollte ich eigentlich nur sagen] Nehm ich auf jeden Fall auf. Super. Dann wars das.

APPENDIX E9 INTERVIEW 9 – AZRA

1 I: The first question is: When you were a teenager, what kind of job did you dream of?

2 A: When I was a teenager, I wanted to be a lawyer actually. [Lawyer?] Ja. I figured that- defending people is my strongest side that I can be a pretty good (?means) and I can talk a lot. So, I found myself there. But I ended up with figuring out that compromises aren't my best thing. So, I gave it up.

3 I: OK. So, it changed till now?

4 A: Well, actually I changed my mind when I finished high school. And I was like, whether to go to walk college or somewhere else. And I actually got hit by a car. [Oh.] Ja. And I ended up in hospital for seven days. [Sorry.] Well, it didn't hurt that much. I was on my bicycle and it hit me just. But ended up in hospital I just loved what they were doing. You know, they think, like there in place that they know exactly what to say, what to do, how to help. And I loved that kind of power. They have and give (?means) and so I decided to go that area.

5 I: Cool. (.) Ja. That's interesting. Cool. So, not so nice situation got you to some changes. [Yeah. Good changes.] Yeah, now. What are your expectations for a job, for a good job?

6 A: Well, hoping to be a, I don't know, maybe surgeon. When I finish it, but it's not quite difficult to got achieve it, because when I finish my college, they have- they give a lot of opportunities for medical students. So, I accomplish that nice thing easily.

7 I: OK. Mhm (affirmative). And what do you think about a good working place and a good employer? What are your expectations?

8 A: A good working place will be some environment with good specialists. They can teach me a lot that are help. Life gates community is where people does (?means) thinking of themselves. It irritates me really much. And employer is someone, I don't know, like say patient. [Patient?] Ja. Considerable. So, he can think of me and my need and my- when I do something bad that he isn't attacking but helping. I thinking it's quite important for me to develop as a doctor.

9 I: Can imagine. Ja. Cool. Ahm. How important is it for you to have a save job?

10 A: Well, quite important. My future job will take a lot to be protected from many things. Like people in this branch (?should) when you heal (?means) and do something which isn't like you didn't take a consent or something. They always sew. No matter that you help them. They will sew, because they want money, because that- And I need my working place not to be just save from those stuff, but legally save, you know. That they can take care of my everything. (?means). Peaceful. Normal. Just normal. [Ja.] Can be much save with all bacteria running around.

11 I: And in view of stability? So, that you not be withdrawn?

12 A: Ja. Well, of course. I, I mean, everybody here wants to go into long, how can I say it in English, employment that is for a long time. Like not for two years or three years. So, it's quite important to get there. But I always say, it's easier for me being doctor. They always say (?means) everywhere.

13 I: Mhm (affirmative). OK. Ja. And in what relationship should be your income and on the side the abilities of you, the exercise of your abilities? That you can do- That you can use your abilities in the relation to income.

14 A: Income. Well, of course. I mean it's maybe selfish but I will give a lot to become a doctor. And money, patients, time, hard work and I expect, I wouldn't settle really. I ask for a lot. I think that the job you do needs to be equal to your

income. And I think the main problem is, that people say yes too less. And how much doing that. (laughing)

15 I: I see. Mhm (affirmative). OK. Yes. One more point before we go to the Competency Passport. Now, you can tell me something about your educational life. When it's OK.

16 A: Till this point. I'm ended up- From the beginning? Like elementary school and everywhere?

17 I: Yeah, this only short.

18 A: Ja. Elementary school was nine years. I ended that when I was like 15. And then I ended up, I ended music elementary school at the same time. So, I didn't know what to do when I finished elementary school. So, I tooled both. I went to gymnasium and the same time at the high school of- high school, music school. And I was playing piano. And when it all came to an end, I went to college, which is medical. Nothing I knew about, but, I don't know, like they sew some places. So, that's about it.

19 I: OK. Is there a difference to university and college?

20 A: Well, no. Here no. Like a facult- we call it faculties. Like medical or dentist. So and girls sorority. They all together make university. University has more faculties in it. We don't have actually college. But I-

21 I: OK. Ja. Good to know. That's OK. What is the degree of employment in your family?

22 A: Well, my parents finished both faculties. Is that what you asking?

23 I: Mhm (affirmative). And are they working?

24 A: Ya. They are both working. My father in an electrical engineer and he works in his like area. [Subject.] Ja. And my mother finished economy and she works in her part.

25 I: Cool. Aha. So, now. How did it happen that you participated in the Competency Passport?

26 A: Well, actually Serifa was my- her name is Serifa. And she was my consultant for all these things. [Yeah. The counsellor.] Counsellor. And actually, she worked here at the bureau. And I know her. We are at the same family. She is always analyst. And she went to fill trainings. And she was actually pretty excited about it. She loved it. It was- She said among all stupid trainings they send her. This one wasn't boring and stupid. So, I was like yeah. And she said that she, they need one person for a like, they had at this exam. They did it for judging. Like, all I like that. She needed like I was sample. Training sample. And she asked me, we wanna go? And I was like, I don't know. Can I do it? I'm young. Like I'm only 18. Will I be helpful? I mean I don't have job. I can't spell much about it. And she was like, they said it's OK, because they don't feel don't have desperate for young persons like me. So, they, Amina, I mean, was her name, she thought it was OK. So, she took me. And I was like, please don't just fail, because of me. (laughing) And she did them, hopefully. I'd never survived. So, that's how I got init.

27 I: Cool. Nice story. Did the Competency Passport support you personally? And if yes, why?

28 A: Did it?

29 I: Support you. Helped you.

30 A: Well, I don't know, how to explain it. Like, I did it the Passport of Competency. And it didn't actually show me going to medical school. But what they did, help me at that point of time is that I started thinking more out of box. Like when she did that map, let's call it map of my abilities, they just seemed wider. They seemed that I have a lot more going on than I actually thought. And that I'm actually focusing on the small stuff. And there is more around. And it- She, her, giving me more options. (?May need) thing for more options. So, I kind of (?sad/said), like handle my diploma. [Ja.] Its kind of justice, stepped me out of box.

31 I: Mhm (affirmative). And what effect did the passport have on your self-confidence and on your, ja was it like encouraging or not?

32 A: Well, it was a booster. Like big booster. I just said. You know, when you have a kid that is good at math, let's say. And he, everybody will always tell he were good at math. Go that way. Work hard. Go to math school. You will be awesome. And he'd like so focused on that and he is just going that path. No way, no matter if he can play guitar well or he has a great hearing. Nobody considers that. And this passport of competencies just actually tells the person that he has more. That he can do more. That he - variations of skills. His possibilities are wider and of course it affects your self-esteem, your self-confidence. You're little more important. You can do more. You can think better. [Cool.] And it's great. I loved it, [Yeah.] going to it.

33 I: Sounds really great.

34 A: It was.

35 I: Mhm (affirmative). (...) Ja. To what extent is it good to know yourself and your abilities?

36 A: Well, I don't know. I think it depends on how much abilities you have. You know, if you- someone like that doesn't have many talents or can't do much or does- isn't capable of- You have, I mean people aren't all the same in their abilities. [Yeah. Of course.] So, if I was someone who- that- to whom the passport couldn't say a lot, it could definitely made me feel less of a person. But I can't go there, because it just showed me too much. So, I can't think of it that. But I, I mean I (?zoom in) some cases it does, isn't helpful, you know. I don't know. Wasn't there. Just imagine you.

37 I: Ja. Did the Competency Passport helped you to find further steps or objectives for your live?

38 A: Well, I (?shut it) or they like it. It bit helped, but not in a way that it showed me. Like I always said, it can show you some options, but to me, like to me it didn't go that way. It went to some other ways. Nothing (?means) those. Like

it can be a little blind for some parts. It's just follows the map. Like the map with, the story you follow and it takes you somewhere. But there are many things to (means?) or raws. So, it helped in a way for me to think more, but not in a way that it actually did a job for me.

39 I: Ja. OK. [I think so.] OK. Ja. Did you experience any other changes or ja-Influenced from the Competency Passport?

40 A: Competency. Well. It did actually do some stuff like I said that I'm playing piano. And they took it for, of course the musical side. The actually- They collected with the- she collected with the- (?means) then capable of doing music and then I shouldn't (?fact with vanish) should I pay the I have more. (She would say, that she had to pay more for the lessons.) So, it got me playing guitar and after guitar I started play more of the accordion, but I'm having troubles with it. So many troubles. But guitar is the way. And of course, if it kept me in a way that I said, I ski, I skied from my sixth year. And I'm really great init. And she was like, why don't you cash it. Nothing away. But why can't you teach someone else of skies? Well, I started teaching other, like pupils. Smalls kids through ski. And it actually is going great. [So, you have to do Bjelašnica or something else?] Well, yes Bjelašnica. A lot of this. I mean Jahorina is great mountain also, but Bjelašnica is way more beautiful. And like wilder. [Aha.] I love it.

41 I: Can imagine. Wow. Sounds great.

42 A: So, it just helped me spreading maybe my-

43 I: And did you see any- No. It was not the point. I jumped. Ja. Did the Competency Passport changed the way how you see your competences? That you see it maybe in another way or something like that?

44 A: I don't see it in another way. I see it in more or from more angles. It just showed me more angels. And I started looking my life or my doing, what I do from those angles. And they just show more options. And those options like to another options. And it really did it. A kind of made me move. Like I started

playing guitar. I started learning German. But it also isn't going that good. But it's going. I'm kidding something. [Do you want to change it to German?] No. No. I was- I know- It's difficult language. It just annoys me.

45 I: Ja. I heard about. But it's my mother language. So-

46 A: So, you don't- can't feel it. [Ja.] So, that was through passport. It just more angles.

47 I: OK. Mhm (affirmative). (.) Ja. It's fine. Really fine. OK. So, you told me, it's two years ago. Now, it was two years ago, when you did it. Your self-confidence right after the Competency Passport, you said it was boosting until now, till today. [Well, time-] Did it change?

48 A: Time fasts, like when you do it, it seems like you can fly. (laughing) Like you can do so many stuffs. But some stuff just didn't work. Like, I did, had that, that passport, they made me talk a lot about my hobbies. And I kind of said that I'm drawing and it really was drawing. But I'm a little bit pencilled some. Not good with colours, but it made me go through a course. A course of painting and it was horrific, like I'm no talent at all. [OK.] So, it just kind of, so, I felt to like really confident, like that I can do a lot. But then time passing and you try things and you just figure out that no matter, if the passport of competencies and you can do it, you don't actually. [Aha.] So, it's a kind of not that big as after I did it. It's a little lower.

49 I: So, you got some setbacks?

50 A: Ja. I got setbacks.

51 I: But in other fields or subjects? You tried it?

52 A: Ja. Felted that it helped me. I'm still, I'm just moving forward.

53 I: OK. (.) Ja. (...) Perfect. Through all of these questions. (.) Ja, now. What is your personal opinion about the Competency Passport?

54 A: Well, I love the idea. I love the fields they took. The way they made it. The way that they trained their counsellors. I mean it's all, it all was great that passport. And it so made it, just has those holes I say that aren't fully giving everything up. Like they said that it whole, do it all, it could be a map of my abilities, map of my brain. But it wasn't actually. It has some missing stuff. I wouldn't- I don't know even what is missing. But somewhere is. Maybe some comparison between my abilities and my wishes. They never took my wishes in question. Like, so they can connect it somewhere. They just blindly- it just blindly followed. [OK. You put it, but the connection was not-] Ja, there is no connection. Ja. [OK. I see.] So, I kind of found it as something that's missed. But overall I liked it.

55 I: And to what extent would you recommend it?

56 A: Ja. I would actually. I recommended, I mean I did the passport for grownups, well I was still a little one. But those people who just can find themselves. They don't know what they know. They don't know what they want to do. And it will give them ideas. So, I would actually recommend it to everyone who is done with his school. Done with his college or like his education level and he is still doesn't know what to do. Like everyone from 25 to 35 that they still haven't figured themselves. [Ja. Mhm (affirmative).] Maybe one more. I- Just it seems far away to say 40 or 45. But those equal (?means) Like everyone hasn't idea just do the passport to find one capability or more.

57 I: OK. So, that's it. Ja. Are there some- Where there some parts which you consider as difficult or that were more important than others?

58 A: Well, like when I did it, I did it that school first and felt like boring. It's, were offers you like. You say they just goals. And then hobbies. I mean hobbies are maybe the place where most of it can be extracted. And they killed me talking about hobbies. Like I was talking about hobbies for what seems eternity. My brain was sweating. I don't know. I love it with- I wouldn't change that stuff. It worked for me. So, I'll just wouldn't do it all together. I make, like

time between those. I mean it just for me like that standard actually, good does it part by part. And it was- it's too much at the same time I think.

59 I: I can imagine. OK. How could you describe the function of your counsellor?

60 A: Well, she was leading me. I mean, I think that counsellor need to be someone smart with this little patient maybe. To actually, like people, I'm talkable. But many people aren't. So, it's hard to extract. They need to have the ability to extract and to actually listen. And when they do that and they are enough smart to find some way from it, they can make people talk. So, that's- Those are, like skills they need to have in my opinion.

61 I: And to what extent do you think that it is possible to fill it up alone? On Your own.

62 A: Well, in my case it wouldn't go that well. I mean you can do alone school education. You can do job, that part of job alone. But I don't think that activities and hobbies can be done alone, because you just don't think that much. You see your world from your perspective. And you, but the- someone would see your world from another perspective. And he'll see someone in you, you couldn't see. So, I think it's raw to do it on your own. You need someone guiding you.

63 I: OK. Of course. Ja. That was this part. And now we are going to the employment or your next steps I will say. [Ja. My next steps.] Yes. Next steps. So, which steps have you taken after this Competency Passport? In your employment life is normally the question, but in your case: Which steps came after it from 2015?

64 A: Well, from 2015. The only thing that came was college. [College.] Like got on college. But I starting working those little stuff from there. They said me that I'm sociable which I- I don't know, am I. But OK I'm sociable. And like I can make people talk. And people- I can actually work with people. So, I started doing some little job from that field like in market. Not markets but shopping centres. Like those presenters. And- But it bored me. Like I found

that it was better reading a book than doing that. But I found that part that actually, I mean, you can do through the stuff besides college. And then I started doing some volunteer work. Like, I don't know, we have that organisation in the city. I go to college of it that help children which are not functionate. For the same, not disabled, but mentally or physically disabled. So I started helping them and I just got everywhere.

65 I: Did you applied for this part time job?

66 A: Ja. I have made it to fulfil my biography and those stuff. They always asked for pictures. Why do you need my picture? But I said not anyway. So, I kind of starting writing those CV's which was good actually, because I learned how to do it. And someone, like know who was- start writing your own CV, like your real CV. So, whenever I accomplish something that it's important, I put it on my CV. It will be a [I see.] book when I finish it. So-

67 I: That's good. And did you use the Competency Passport at this application?

68 A: Ja. It was positive. Everything I was going to write was already in my passport of competences. So, I just took it and rewrite, rewrote everything. Just copy paste, copy paste.

69 I: Did you use this end paper from the passport or did you copy the things?

70 A: I copied.

71 I: OK. How did the employer respond to your skills and competences?

72 A: Well, they loved it. It seemed too much. And they actually said that it is too much, like it's a midi art of job. It's no big deal. (?Like give a hand of...) That much of a bad effort looking in. But I was like, I want to. No matter. Someone might find it that I'll better a little good of that paper.

73 I: OK. Ja. Cool. OK. (...) This part time job, did somebody helped you from your friends or counsellor or anybody to find this job?

74 A: Ja. My cousin actually. She said, she is doing it and she was like, I'm going tomorrow to see that person she- And I was like, I was to- I was full of energy in that time. So, I just went with the flow.

75 I: Aha. OK. Ja. OK. Already- Which steps do you plan for your future of employment?

76 A: Well, I want to finish my college first. Then, I plan to work a year, like a doctor. But doesn't know who you want to be. Just going around works and looking for yourself. And then I wanna pick up area of expertise and go to, to specialism. To be a specialist. It's like take, I don't know, six years and then I want to be- it's actually called specialist for (?discard) I think in English. And when I finish it, I want to be a specialist of my field maybe, I love eyes. So, I find it quite a need and nice to work with. And it is our main tool of sense. So, after I want to go somewhere abroad. I mean out of my country, just to learn more, because I think that my- Not money. I don't care about money. I have it plenty here in my area. But I just wanna see what the world has like, in Bosnia everything comes fifth or more years later. So, I wanna see new stuff. I'd like to do it somewhere abroad. Then I return here and open my clinic and- with my friends. Like we are dreaming on. We all finish different special- you know what I mean. [Several subjects.] Yeah. And will form this clinic and after maybe a little life to do. But it's very, very far in the future. Like, not the college, but private school, OK it is college. A small college where my friends and people I know would be professors. And it would be more or less of a talking. And way less more of a doing. Like I want to, in my lifetime educate map- maybe fifty young man and women to become doctors of my area. That's the case. I- That's my dream. To see is very really great. [Cool.] Ja.

77 I: Sound also motivated.

78 A: Ja. I'm. (?But it is, I everything I do.)

79 I: Cool. And how- Or, what is your- Your experience I cannot say. How- How do you- Or what do you think about the economy situation for your profession here in the country at the moment?

80 A: Well, at the moment, doctors are living really good in Bosnia. I mean in comparison to other employments. I mean jobs. They are statistical really rich. Statistical depend on them. So, it's logical. But they are good paid. Like maybe normal pay, income for this place would be, I don't know, 800 of KM, if you don't have a college and maybe 1200, if you have college let's say. But a doctor is yet 3.500 to 5000, not hundred, thousand. And it's really like, every doctor has an income of two other persons who finish the economy I will say. So, they really init. The better they are the more money they get. I have a professor, he is plastic surgeon, but not like do my boobs and ass, more of a healthy thing. Like with fingers. So, those stuff. And he got invited to go to, always forget, United Emirates- Ujedinjeni Emirati [The Emirates.] Ja. What is the main capital of it? I always forget.

81 I: Is it Dubai (editorial note: Abu Dhabi) or is it-

82 A: Maybe is it Dubai. Let's say Dubai. And they gave him a lot more money. Like really a big amount of money. And they said, you can choose people you work with. We will give you the place to live. Like you (?were the right) to come, because he is really great. He is an expert. And he didn't go. He figured, he lives better here. So, doctors really do a little good job. They have nothing to fear for or they, or complain up really. But they, I think that to learn as much as you can, you need to go abroad, because our (?clinics are) just not at the same level.

83 I: So, there are jobs available here?

84 A: Ja. They are. Like in bureau I was like to there, doctors maybe coming in one in a year. And he is sticks for two weeks. They let really go. [OK.] Ja.

85 I: Cool. Ja. You told me about your dreams. So, it's self-employment. Something like that. Do you have- is it- do you have some specific or some precise ideas about it or is it still a dream?

86 A: It's really- I don't know how precise you mean. I mean, I will finish my college in six years. And I will get my area of expertise. Just not know which.

The problem is going abroad. But they always take doctors like Denmark or be Germany. From here a lot of people go. And it wouldn't be a problem. Problem for me, problem in my dream is collecting money to open my clinic. I need building. I need, machines let's say. And the hard thing will be that. But I can't think of it, because I don't know anything about it yet to go in that flight, you know. [Ja. I see.] Ja. So, fundings will be, they told- [Yes. Then it's maybe better.] Ja.

87 I: Do you hear anything about regulations about self-employment or for this from the country?

88 A: Well, no it, it isn't that difficult I mean. If you want open something, you maybe you come to some resistance in minis- higher levels of politics in my country. But here they say, I don't how to explain it to you. Like money, money works, where nothing else can let's say. And it's so, you just give a couple of dollars there and they're knew would go. I mean, there are not regulations, but it's what works here. I'm not afraid of that, because we are really drunk of a country let's say. Blind of-

89 I: Aha. I see. Cool. Ja. So, we are near to the end. (...) Ja. So, now (...) If there are no available job for you, did you work in another subject or another sector, to have a job at all?

90 A: I would. I mean, (?means beggar than). Well, I like it those people that are- I respect everyone's effort they took into becoming whether they are. But I mean, it's not a choice, if you don't have something to choose from. If I couldn't find the job as a doctor, I find it with my high school or something, because I don't do those levels, you know. It's under my level. It's not- You have income. You have somewhere to start. (? It was born, your job record, like for punish of men that stop). And I would do it. But I would seek everywhere around for my job, in my expertise.

91 I: Ja. I understand. And your whole dream and all of that. Does the Competency Passport influence it in any way? And if yes, why?

92 A: I don't think so (?it did), because my medical life was a bit (?means) or just left it out. Maybe if I did it now, it would.

93 I: Ja. [Ja.] OK. Ja. I think that's it for you. Do you have any aspects or other things what you would mention in this context with the Competency Passport? Something else?

94 A: Well, I can't think of anything right now. Like really, I always, at this point I always say just want them to make it for students. And now they did. So, I have nothing to complain for now.

95 I: OK. They did that job. OK. Cool. Sounds great. Then, thank you for your time.

96 A: Well, I hope, I was helpful.

APPENDIX E10 GROUP DISCUSSION

The group discussion was conducted with the help of a translator.

1 I: What goal or objective does the competency passport intend generally? How do you see it?

2 R: The main goal is to make a person aware of their competencies, to identify their abilities, to rise- to help them, you know, with their self-esteem, to make it higher, to boost their self-esteem.

3 I: OK. It's the same for you?

4 E: So, it's also about making them stronger, if there unemployed. You know, to make them stronger at the labour market and ahm-

5 S: So, they can be better- So they can maybe requalify and they can be, you know, a better- they have a better chance.

6 I: OK. And do you have your personal objectives, especially in the conversations with the participants? Ja, or do you have further objectives? (...) So do you have more objectives than the general objectives?

7 S: So, the focus is to help the person get out as much as they can, to identify and to maybe find as much of their abilities as possible. It always varies how the person introduces themselves. So ahm the counsellors have, you know, judge by that, how to start the conversation. But the main goal is to help the person open up. So, the counsellor can be ahm satisfied how the introduction went. So, the main focus is to always help the person to have like the end paper of all their competencies. You know, they never let an interviewee get out without having that.

8 E: So as said part- they need help ahm. Their main goal is counselling, in order to know, help the people boost their self-esteem. But there is actually really no goal to it. You know, it just happens in the moment and as they, you know, talk with their interviewees [I: Mhm (affirmative)] ah they grow stronger themselves, because after every conversation, you know they, they grow, they learn more. You know, like for example if you read a certain text numerous times, you learn and as they go through, you know, they learn new things, they just grow stronger as counsellors.

9 I: OK. Mhm (affirmative). Ahm. To what extent do you see these goals, so the general goals and your goals, achieved after the meetings. So, what are your experiences with the participants, users?

10 R,S,E: Regarding the structure the passport itself it actually has a section that focuses on goals and- There is a section for goals and persons filling the passport can actually use that section, you know, set some goals for the future.

11 R: That's not only a necessity to fill up that section. So, their main focus as counsellors is to get the person to be aware of their abilities and to use them regardless, if they set goals for themselves or not, because they don't have, you know, to write it down. It's not about filling the form of the passport. It's more about just, you know, helping them being aware of these things and using them everyday lives. That's their goal as a counsellor.

12 I: Mhm (affirmative).

13 R: One of the things they do is, they maintain contact with the person they interviewed, which is part of the philosophy that the passport has. So, by maintaining contact, they actually help them, you know, encourage them in a way to know pursue the things that they did, you know, to keep on track. So, they're always like, you know, from time to time they ask the person and how things are going and maybe things like that. (...) Perhaps, the main, general goal is to actually, you know, maintain that contact, because by maintaining that contact [I: Mhm (affirmative).] they help, they motivate the people. [I: Mhm (affirmative).] And (...Bosnian)

14 E,R: So, that's more of a philosophy of the passport itself. It's not a formal standard. It doesn't go into the standards of the interviewing. It's a personal thing that helps the interviewees.

15 R: By doing this they actually want to know make the process of counselling, you know, bring it to a higher level. And, you know, maintain the quality of it here in Bosnian.

16 E: This boosts the self-esteem of the interviewees, because they are someone caring for them, because it often happens that they don't have anyone to talk to. And then the process of counselling happens. And then later, you know, they have someone to have a conversation with, someone who necessarily cares for them in a way.

17 S: When they seek feedback and when they track, you know, if they are completing their goals, the reactions of the interviewees are always positive. So, they like the whole process.

18 I: OK. How are your expectations? Are you satisfied with the outcome of the interviews with your users?

19 S: She is more than satisfied, because the people she worked with, you know, their feedback was more than she expected. You know, they achieved more.

20 R: They sectionally contacted some of the people that Senija interviewed. And, you know, she confirmed that they are satisfied, because they told her as

well about their satisfaction with the whole interview, interview process. And- (Bosnian)... So, they were not only satisfied with the process itself, but they were also satisfied with Senija as a counsellor.

21 I: OK. We step to the next thing. It's the- How the users get to know the Pasos Kompetencija. So, I collected some statement from the people they got to know it about friends, about the internet, they read about it or about certain organisations, like NAHLA or something or at the employment office. What are your experiences? What was the best way how the people get to know it and how they connected you?

22 E: There is really no way to say what is the best way for them to get to know the Competency Passport. It actually depends on the focus group. So, for example, in the first set of focus group was unemployed people and (Bosnian) socially [S: Social categorized people.] social categorized.

23 I: OK.

24 E: So, that was in the project of the GIZ. The organisation, the first focus group was, were unemployed people and social (...) So, they mainly got to know about the passport in the bureaus for employment and centres for social work.

25 S: They were actually trained or educated in a way they had to, you know, make sure that throughout the region counsellors were spread. So, in speaking about her bureau, she- you know they made the people aware in different ways. But there was always, you know, a counsellor present.

26 I: OK. Ja.

27 E: Afterwards there was a media campaign which sparked interest. They were a lot of people who were interested in the passport. And at the time they didn't have the capacities to, you know, taken all of those people. And they actually had two more trainings which they called the third and fourth generation.

28 S: So, they were actually split into groups, because they had to introduce the passport to employers as well as unemployed people, because if they were introduced the passport only to unemployed people, the employers wouldn't know about it. And it would be a question, how much they would take it, how well they would receive the passport itself. So, they had to be split in two groups to know which group would work with the employers and which group would work with the unemployed people.

29 E: Arbeitgeber. Arbeitnehmer.

30 I: Ja. Cool. Is the connection with the bureau of employment now continuing? [B: confirmative.] Ja, it's OK. Mhm (affirmative). So, now I have-

31 E: Senija actually works in the bureau of employment. And the cooperation is still, you know, ongoing and will be continued. (...) Now it only goes by the organisation SKILLS, because the project is finished. [I: Ja.]

32 R: On the thirty first of December 2017 the project for implementation of the passport was officially finished. And in those terms the infrastructure doesn't necessarily exist anymore. [I: Ja.] (...) Counsellors actually gathered- So, counsellors and the trainers actually got together to make this organisation SKILLS to continue the project. (Bosnian...) So, in the work they're trying to maintain all the canals and the infrastructures from the project. So, there is still, you know, keeping contacts with the bureau and the organisations that cooperated with the passport. And there is, you know, they're still keeping all of those things at work present, you know, NAHLA as well. [I: Ja.] (Bosnian...) They have a bit of a different focus group now. They by- (...) In SKILLS they are also doing, they are also identifying abilities in companies which is something they didn't do before. So, essentially, they're reaching a broader population now. And, you know, they have more people to work with. And- (...)

33 S: Before they only had a focus group of unemployed people. But now they are also trying to reach employees as well as trying to profile employed people, because it's important to know whether a person who is employed could,

for example, perform better in another position perhaps at the same company, but with the skills that they have.

34 E: So, they performing this sort of systematization of work places.

35 R: With the identified abilities, knowledges, competencies they're working with the employers to- (...) they are working with employed people. (...)

36 E: Wir machen Beratung mit Kompetenzpass mit Beschäftigten einer Firma. Die machen ganzes Prozess mit dem Kompetenzpass und die kriegen Bescheinigung, dass alles läuft. Aber parallel wir machen mit dem, sag ich mal, Besitzer oder von diesem kleinen Unternehmen, was wir zuletzt gemacht haben, Kompetenzprofil für bestimmte Arbeitsplätze. [I: Ah, OK.] Wir machen dann- Wir versuchen das es ideal ist. [I: Dass das aufeinanderpasst.] Dass das aufeinanderpasst. Aber alles mit Kompetenzpass. [I: Cool.] Ja. [Sounds interesting.] Dann wir schlagen vor, beziehungsweise nach dem Prozess, welcher Vorschlag ihm gestellt, was ist- würde gut, x y Beschäftigten, was er sich noch in der Richtung tun. Oder was würde gut, dass er wirklich, weiß ich nicht, Weiterbildung unternimmt und so.

37 I: OK. Wow. Cool. (Bosnian...) No problem. It's really cool. So, now I have some statements from the persons which I interviewed. And they are, I think, they are general, you heard about this too from your employees. And then I have a question. So, the statements are: "I wanted to add something to my CV." So, the expectations from the persons. (...) "I wanted to display and organise my abilities." (...), "I wanted to get to know myself as a person and to realise what I'm capable of and my competences." (...), "I might get a job when I finish it." (...) And "I saw it to make friends and hang out with them." (...) So, now, do you consider these expectations to be achievable when they say it before the start and in comparison with the objectives from the Pasos. And what do you think, to what extent is it a problem when they not get, or not achieve the expectations?

38 E: Before they actually start the interview, the person who is being interviewed always has to specify why they want to fill their passport. So,

counsellors are not necessarily magicians, they can't know. So, for example, a person says they want to, you know, only fill the passport in order to get a job. That's almost impossible, because that's not what it's for. It's only between, you know, self-awareness to identify their competencies.

39 R,S: It's on the counsellor to actually specify to the person what the passport actually is. What it's a tool for. What it can do for them, you know, to tell them what they can- To tell them what realistically can happen when they are done with the process. They have to let them know, you know, what they can expect. You know, so their expectations don't, you know, sky rocket in a way.

40 E: By, you know, proposing the goals at the start, you know, the counsellors are actually only responsible for the process itself. They can't, you know, guarantee the end goal, like for example finding a job. You know, they can't practice in anyway that's only a person. But, you know, the process of counselling itself that's what they are responsible for.

41 S: With the people she worked with, she never got into the situation that, you know, they were disappointed, because, you know, that was only things to the instruments and towards the counselling process.

42 R: The reason for this must be that she actually held to the standards of counselling. So, there is a basis that they usually stick to as counsellors which, you know, helps the whole process, you know, being successful.

43 I: I have now some statements after the process. So, what effects came out. The outcomes. So, "The Competency Passport boosted self-esteem and it was encouraging", somebody said. (Bosnian...) "I could do something that I was not aware of earlier." (...) "I believed more in myself." (...) "I realised that I met a lot of conditioned of jobs." (...) And in this context somebody said: "It's good to know what you are capable of." (...) Two more: "It helped as a trigger for my self-employment." (...) And one person saw, that the college is their only competence. But the Competency Passport opened the view that this person has many more skills, like management skills, tourist guide skills or organising events. (...) When you hear these statements as a counsellor, are you

then satisfied with it and say: Yes. The process helped and I'm really fine with it?

44 R,S: It's actually very satisfying to hear all these things. They, you know, they would much rather hear that the person actually managed to find their dream job or job that they, you know, were capable of. Charging better competencies with these things were also very satisfying to hear, because as counsellors they, you know, matter who they counselled, you know, as a whole, as an organisation. The feedback is actually very good and they are satisfied with it. And ahm- But, you know, it's actually very more, much more rewarding when they, you know, realise that the person is actually thinking how to use their competencies in the labour market. You know, to know how to incorporate them to find a job. For example, it was mentioned, you know, that someone was thinking about being a tourist guide. So, you know, it's actually very good that they, you know, considering how to utilize their competencies. And the- (...)

45 S: It's actually very good when they, you know, identify the emotion in the interviewee. You know, when the whole process goes well and Senija actually mentioned when, you know, she was being interviewed, she had, you know, a similar reaction. Like, wow can I actually do all of this. Is this what I'm capable of. So, know when she is counselling, you know, she is glad, when she, you know, recognises the emotion of other people as well.

46 I: Now, we go to the sustainability. So, somebody said, that the person wanted to have more free pages for adding new skills also after the process. (Bosnian...)

47 E,S: The process of counselling is never actually really finished. You know, they tell this to the interviewees as well. You know, they can get the paper at the end. But, so in those terms, you know, the process is finished. But, you know, it's never definitely finished, because they always stay in contact. And, you know, they help their interviewees realise other things in the meantime. You know, they always track them and their goals. So, they can always add

competencies, because they always maintain that contact. And they can always like, if they realise something, they can always go to their counsellor again. And (...)

48 S: The interviewees usually, you know, have like their set goals on paper. So, they can always, you know, go back to that. But as time goes by, you know, they can always, you know, refer back to the passport and see how much they grown, how much they achieved ever since that moment. And you know, we all grow as people. So, sometimes, you know, things can change. You know, they can sometimes vary from there, from their goals. And that's actually, you know, sort of, you know, feel the passport gives. You know, it-

49 I: So, this is the mechanism you do that you maintain the contact. Is there any other mechanism, fixed mechanism? Or is it up from the person who contacts you or you contact the person?

50 R,E: They don't, you know, have an obligation to do anything. There is no, you know, set, fixed mechanism that they, you know, have to contact the person or that the person has to contact them. But for example when they, you know, did this project with about 70 people, they needed, you know, they basically, you know, put it as sort of a goal between themselves to contact these people after three, six and twelve month to see, if they got a job, if they switched jobs, if they, you know, anything happened, how they doing now.

51 I: OK. Ja.

52 R: Actually, forgot to mention the contacting is also part of philosophy, because the person feels scary for. And she mentioned that the fact that the interviewees want to, you know, contact the counsellors and maybe add some things is actually representative that they went through really quality training, because in the philosophy of the passport itself and the, you know, human oriented ways that they work in, are actually sort of ingrained or implemented into the persons mind. You know, they're aware of the things that they, you know, that the counsellors wanted to make them aware of. You know, they acquire some new competencies. And they go like, oh I want to write this

down. I want to have these skills, you know, written down. I see this change in myself and I want to, you know, record it.

53 I: OK. So, I have a little question only. Maybe short about it. To what extent have you perceived that the participants see themselves as the bearers of the competences, instead of see that the Competency Passport is, thing is the bearer of their competences?

54 R: The Competency Passport is actually an instrument or a tool, you know. And a part of the process actually involves the counsellors actively listening to the participants. (Bosnian...) They practise understanding, empathy, channelling the conversation. (...) So, the map of the passport actually allows them to write down anything the participant wants to talk about. (...) So, there is actually two segments to this. There is the instrument that allows the systematization by writing down the things the person talks about. And there is the process of counselling that allows- (...) So, on the other side there is the process of counselling for what the counsellor is responsible for and which the counsellor leads. (...) You never really judge the person when they first see them. And instrument doesn't allow them to do so. It's actually the whole process, the counselling, the conversations they go through, the hard work they put into, you know, maybe gain the trust of the person to get them open up, the empathy, mutual understanding that they have. You know, all of this, actually helps, you know. They can't really do- They don't know anything at the start.

55 I: So, do the- From your experiences, do the users see it as a tool only or is it like, I have the Competency Passport. This is my competence. No. There is. Do you can see it at the persons?

56 S: The finalization of the process is actually the paper which you present through. But, you know, they have to go through the whole process of counselling and (Bosnian...) So, they have to go through the process with the counsellor. You know, there is a part of the actual counselling. And there is a part, you know, were they have to fill in the passport. You know, part with the

counsellor themselves and a part, you know, they have to do on their own. So, they're actually get, like seven to ten days, you know, to fill in somethings, to have time to process it. And (...) Through the passport is actually confirmed which are their competencies. You know, what maybe repeats, you know, in some segments, in somethings they do. What is a- You know, it's just confirmed, you know, what they can do. They maybe have an idea at the start, but you know, through the passport it's actually, you know, confirmed, if they have this competency.

57 I: OK

58 E: The interviewees or participants are actually always really satisfied with their proof their competencies, because there is actually an example of a person, you know, who has the proof. And he actually keeps it in his bathroom mirror. And, you know, every day when he gets up, like he is always surprised again to, you know, have these things. So, he doesn't carry his passport, he just has. [I: Mhm (affirmative).]

59 R: In the instrument itself, there is actually a system by which they identify competencies. So, they can know, if something is an ability or knowledge or if it's an actual competency.

60 R,S: When they actually identify an ability, they go through the process of evaluating it, to see on which level it is. It can be on different levels. And, you know, they see, if the person for example repeats this in different situations, to see, you know, on which level this ability is. For example, the persons can do it, you know, by themselves or with the help of a- if they do it by the help of others. You know, they go through a series of control- they go through a series of questions that- to make the person aware of them self, if this is a competence or not. If this is something, you know, they repeat to you. If this is something they do usually in different situations. [I: In other situations. Ja.]

61 R: This process not only lets them identify the competencies but also the abilities or knowledges. And, you know, for example sometimes they will, you know, encourage the person to upgrade their ability in order to make a

competency. Sometimes something will only be identified as an ability they have. And they can always upgrade it to a competency. [I: Ja. I see.]

62 S: So, when the person go through the process of identifying their knowledges and abilities, they knew how to do it themselves. And they can often, you know, as time passes by, they can often identify their own abilities, their competencies. They don't need formal proof of their counsellors. You know, they can do it themselves.

63 I: They learn the process by their own. [B: Ja.] OK. So, I think we have to hurry a little. I have some interesting questions. One of them is: The people said that they, most of them recommend, all of them want to recommend it. And they also did it. But they said also- One of them said: "The Competency Passport is not really well received." It was here in this region more, because the people are conservative and closed up. The process of self-reflection and this. And so, my question is: To what- ja- And there were some more statements: "I would recommend it to every person, single person in Bosnia-Herzegovina. But I recommended it to my friends, but they are lazy." So, they are not interested in new things. So, my question is: How can the people are motivated, how can they supported to be motivated to participate at the Competency Passport? In this thinking also, if they have something to pay for it maybe. How can they motivated, because me I think it's good for them. But when they are lazy, don't want to get to know new skills, new things?

64 S: So, they try to motivate people in various ways. They always try to let them know that the Competency Passport will be valuable to them as people, you know, to try turning them into themselves, to, you know, have them know that the passport is something they will be able to utilize. You know, that's obvious to them.

65 R: They want to send a message that they believe that formal education is not always enough. That they believe in potential of the participants. But they actually transfer it, the obligation to them, you know, to actually get involved.

66 I: Mhm (affirmative).

67 S: Maybe the best way of motivating is actually to have the people who done the passport recommend it to, you know, people from their surroundings. And there been cases where people, you know, come themselves, you know, to ask about the process to maybe, you know, want to do it.

68 R: In SKILLS, you know, they believe in personal growth. So, they always, you know, send messages, like they (...) So, some of the marking messages they send out or like: You're worth more. Believe, you're worth more. Use your potential.

69 I: That's good. Ja. Now, it's maybe connected with the goals a bit or the ja, with the employment. So, somebody said: " I'm not sure, if the Competency Passport changed the employment situation, but it helped to present myself a little bit better." Maybe translate it, I will continue then. (...) So, the problem was, she got no feedback from the employer. And the other persons also told me that there was no respond from the employers. Most of them. There was one respond and they said, it was really a good respond. So, they appreciated it. It was a German company. But it doesn't matter. And also, the- it was from the private sector. They thought that the private sector is better in responding to it. But also, not so much. And the public sector doesn't is interested in it, because they only want the CV and the motivation latter. So, now my question is: Are there some steps to change it from the view of Pasos Kompetencija that it is more appreciated, more acknowledged from it? Do you have some steps? And what maybe have to be done to change it?

70 R: So, these are the main obstacles that they run into and even that their colleagues ran into before. And they run into today when trying to spread, you know, this idea. (Bosnian...) So, the colleagues from the organisation for educational support often contacted the ministry of education. And they, you know, they often did not get very positive feedback. You know, especially in the public sector. (...) They had more feedback and cooperation with certain organisations. And, you know, the private sector actually realised a need for this, because they realised (...) So, the formal sector, ja, the formal sector realised that, you know, the formal- the private sector realised that formal

education isn't enough. And they actually put importance on the competencies of their future employees.

71 E: In the public sector, if the Competency Passport was done, everyone, you know, would be unemployed. (laughing)

72 R: So, they did a study about ads (job ad). About creating adds. They wanted to know, if, you know, the language of abilities was used in the ads. They wanted to know if it was, you know, oriented into finding competencies.

73 E: More and more employers from the private sector, when they are now giving out an ad, they usually name the competencies and the abilities needed for, you know, their line of work for that position. (...) So, a lot of them has recognised the proof, the end paper they get from the Passport Competencies.

74 R: They took into account 100 ads. And 70 ads from the private sector. And only 30 ads were from the public sector. And the public sector did not, you know, use the language of abilities. They did not name any competencies needed for, you know, the job that they offered. It's so, that was so, because of that it was actually visible that the private sector, you know, takes into account more the competencies they are presented. (...) So, there is actually no real solution to this. But by working in SKILLS organisation and trying to, you know, make the Competency Passport available to, you know, masses, they try to, you know, help this problem.

75 I: Mhm (affirmative). OK.

76 R: So, if you are willing to do this, you can always, you know, trying find a donation for that in Germany.

77 I: I try.

78 E: So, they promoted a lot towards employers. And there were a lot of questionnaires done in terms of this.

79 I: OK. So, I have only two questions. We sum it up. There was one statement from a person. She or he said: There should be a group meeting around once

a year or something like that, like a network to share experiences, ideas, because nobody sees what happened really. And that they see where they stand. So, you talked about that you maybe as a counsellor contact them. But the suggestion was to get to know other persons after a year or something to share the ideas what they experienced. How do you see this suggestion?

80 R,E: That is actually a very good suggestion. They will take it into account. Nothing of these sorts has been done yet. The meetings haven't been organised. But they will actually, you know, consider this idea. Your input, they thank you for this. They actually have a similar thing, because of the Facebook page of the passport, you know, people can always talk about their experiences and their ideas. But nothing has been done. They don't meet in person.

81 I: OK. You are welcome. It was the person. Not from me. Ja. And there is one more thing. It was- Somebody said: At the Competency Passport should be a part, if you have an idea, so for self-employment or to apply for one special job, that the counsellor helps you with it. Help maybe with the legal parts, regulations to put it in a perspective, that you have after certain, that you have after the process certain ideas for continuing. So, what do you say to this? Is there a part maybe already for it? Or is there some space for this? [B: A part?] Is there a part or is there some space maybe to include this? To help the person with special, certain ideas?

82 R: As counsellors they often, you know, send their interviewees some ads that they think they're, the interviewees are capable for. So, she mentioned as her counsellor sends certain ads to her, she continues the tradition and sends ads to the people she has counselled. But they don't have a mechanism, you know, to help them in administrative and legal things, in legal areas. They, you know, they can't say, you know, oh this person can definitely, you know, do this. They need the expectations of the competencies you need for this job. So, they can't, you know, give- they can't give a recommendation, you know, they don't have mechanisms for that.

83 E: There was actually an example where a colleague saw two or three ads for certain jobs. And he actually posted them to the Facebook page of the passport, because not everyone reads the newspaper or the ads. And it's so- it was, you know, available for everyone who went through the process. That actually is on the Facebook page. (.) Have you did the passport? Have you been through it?

84 I: Still in the process.

85 E: Where are you, when you know what?

86 I: Near to the start, but I did some steps.

87 E: Maybe a little bit clearer for you, when you finish defining a future goal, it's actually a segment in the passport (...) so, if someone doesn't discover during the process their entrepreneurship skills, (...) and he maybe wants to have a nail salon. (...) And it wasn't identified that he has these necessary entrepreneurship skills, you know, that won't be defined, his wish won't be defined as a goal in the passport, because they, you know, the goal is to actually define some realistic things personal and to do, you know, some things. They won't, you know, go in that direction, because you don't possess necessary qualities. (...) So, they actually work on setting realistic goals. You know, the person, to know how much hard work, how much time has to put in these goals.

88 I: I understand. OK. Then, the last question is: So, I get to know that the- an important thing was, that the- when the counsellor was a friend of the people, the participants said, it was the best thing. So, they thought maybe, when it's were a different person, it would not such good as it was. So, how, in how far did you- No. What should be done to get this deep relationship that the participants can be honest and open?

89 R: So, counsellors are educated, you know, through this training process with different tools and techniques, you know, how to help a person open up. How to gain their trust. (...) One of the recommended techniques is so called life line. (...) Through this technique, the counsellors can actually get close to their

interviewees after their first meeting. So, through the life line they actually ask the person about their life. What memories they have from their childhood. What games they played. You know, to gain this. (...) So, after this first meeting, when the person actually said something about their life, the counsellor has an obligation to convert all of these things that they heard or maybe have written down into a sort of like a graph. They need to visualise the interviewees life and show the interviewee that they actually listen that they cared about the person.

90 E: And all of this is done to gain the persons trust and to- (...) and help the person open up. (...) So, ahm this situation when the participant knows the counsellor, can actually sometimes be a double-edged sword, because it's not always a good thing, when the participant knows the counsellor, because then the counsellor might have some preformed opinions about this person. (...) So, as said, it could be a just double-edged sword, because on one hand it can be good, because of the trust they have. And on the other hand, it might be bad, because of these preformed opinions. So, they all went through this training. And they all learned different techniques and the goal for the counsellors is actually help the person open up, because if the person doesn't open up, they can't go through the process, you know, and then nothing can happen.

91 S: So, it doesn't matter if the counsellor knows the participant personally or not. It all- The counsellor always has to behave professionally. So, all of those personal relationships they have to put aside. You know, they have a path that they need to stick to, when they do the counselling, go through the counselling process. So, (...) Actually it depends on the person how the conversation is gonna go. [I: Ja.] Every person is- And also it depends on the abilities of the counsellor, because every person is different. So, it depends on the counsellor how, you know, they're gonna get the person to open up.

92 E: The counsellor needs to- Adjust. The counsellor needs to adjust the person correctly. You know, it's up to them to ja- [I: // Ja. I understand. Ja. //] (laughing)

93 R: As counsellors they take, you know, little steps in their light of work, but big steps for mankind.

94 I: I see. Cool. So, that's it. Do you have anything to add or want to mention?

95 S: So, she actually really enjoys this counselling process, because at the end when the person, you know, gets their proof and everything is done. There is always, you know, the feedback. And she just made it a goal, an obligation for herself to always listen to the other side. How the process was gone? And now, what they think about it. And this way she can actually, you know, grow and develop herself as a counsellor.

96 R: She agrees. And the thing- The satisfaction is not only monetary or financial. It's actually, you know, that feeling of accomplishment it goes with it. That's what keeps them going. And this it politically and economically rough. Time stayed and- (Bosnian...) So, satisfactory to help a person boost their self-esteem. It's a good feeling, when they know, they've helped a person, you know, changed their life in some way to do, you know, something they haven't done. [I: Ja.]

97 E: You should come around next year, when you can actually talk about the passport for younger people.

98 S: So, just as it is important to- (...) As it is important to get the feedback from participants. It's also important to get the feedback from you. You know, how do you see this whole thing, where it stands in the country, you know, what you think about it, just generally.

99 I: Ja. Of course. I will work on it. So, the process is still continuing. I need some time. So, but- When I finish, I will also send my results. But I think, you know much of it. I'm not sure, if I find new things or something else. I do my best to look through the interviews to find new- So, I have some regulations, how I have to do it. So, I'm not sure what is coming out. But I do my best. And then I will also send it.

100 R: Say a word, a nice word for it.

101 E: Do you only do this research in Bosnia or?

102 I: Only in Bosnia. Ja. At this moment.

103 E: You won't do it anywhere else or?

104 I: So, not at the moment. I will see what's coming next. Yes. Of course. Thank you for your time. It was interesting. That you shared your ideas. For the willingness. Thank you, a lot.
